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ABSTRACT

Designed to contribute to the study of specific problems and the identification of educational needs in rural development, this annotated bibliography contains 345 entries limited to the period between 1975 and 1979. Subheadings are: General; Development planning; Adult education; Educational programmes and content; Methods; communication, technology, teaching; Schools and colleges; Higher education; Non-formal education. Information on these subjects has not been uniformly distributed, and some aspects are given less importance than others. The general section makes up a quarter of the bibliography. It mainly consists of information on educational needs in terms of the political and economic frameworks of countries or regions, conceptual studies of education in specific political or geographical contexts, and summaries of pilot projects or experimental programmes. The section on methods, which takes up one-sixth of the bibliography, contains comments and proposals concerning the mass media. The section on adult education is comparable to the section on communication (methods). The sections on planning and non-formal education make up about a quarter of the information, with the same amount of space devoted to each. Curricula and teaching, at the three levels of education, are given little space and make up only a small part of the bibliography.
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Education for rural development

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PREFACE

One of the editorial policies concerning the Bulletin of the International Bureau of Education (IBE) is to return from time to time to important educational themes in order to provide continuity over a period. It was in 1972 that no. 183 of *Educational documentation and information* dealt with education for rural life. Thus, when the Literacy, Adult Education and Rural Development Division of Unesco (ED/LAR) also sought to up-date and enlarge a bibliography that had previously been published on this same theme in 1974, it seemed profitable to combine its efforts with those of the IBE. The earlier bibliography prepared by ED/LAR had appeared in *Education in a rural environment* (Paris, Unesco, 1974. 64 p.).

The work of gathering the material and of writing the introduction has been undertaken by Mr. Jean-Claude Bochet, to whom the Secretariat of the IBE wishes to express its gratitude. Mr. Bochet, who has benefited from the material and technical support of ED/LAR, has for many years been a consultant for Unesco and the IBE, and has undertaken several missions on behalf of various divisions of Unesco. However, the author is responsible for the choice and presentation of the facts contained in this book and for the opinions expressed therein, which are not necessarily those of Unesco and do not commit the Organization.

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EDUCATION FOR RURAL DEVELOPMENT

Introduction

The annotated bibliographical study which the International Bureau of Education (IBE), in Geneva, is devoting to education for rural development is the second of its kind to be published by this institution in its quarterly bulletin *Educational documentation and information*. The first study dates back to 1972 [1]. It consisted of two parts: an introduction on the documentation and sources; and the actual bibliography. The latter was divided into six sections: bibliographies on rural education; factors in rural background (mainly studies which affect the provision of education); policies, planning and economics of rural education; organizational and curricular aspects (content, methods and materials); teachers' recruitment, training, retraining; and needs of different rural groups (motivations, aspirations, attitudes).

Since that date, an abundant literature has been published, one of the main reasons for which is that rural development is of particular concern to developing countries where the population is largely rural and that the problems relating to their education, after long being implicit, have become daily more urgent. Moreover, these problems extend well beyond the limits of educational disciplines and the divisions of society. In fact, they touch upon motivations of knowledge and of behaviour as a whole which must be introduced into the rural background if these populations are to improve their conditions.

The present introduction does not seek to deal with all of these problems. Since it precedes a bibliography of a general nature on education for rural development, its purpose must be to offer a sufficiently broad framework to situate the information relating to any aspect of this development, without introducing critical considerations. However, some of these aspects considered in conjunction with education call for clarification, if only to justify the interest and use of a bibliography such as this.

The main character of an approach to rural development is, clearly, to be integrated. In this connexion, it is worth giving the definition from the conclusion of the fourth United Nations Rural Development Seminar [2] which stated that the integrated approach to rural development can be defined as a complete and co-ordinated approach by all those persons and agencies who are prepared to involve rural populations in establishing policies and in the planning and carrying out of programmes intended to improve their economic, social and cultural situation, and which will allow them to make a positive contribution to national development.

To achieve objectives such as these, many basic conditions have to be met if the country's potentialities are to be used to the best advantage. In particular, a whole infrastructure, both material and institutional, has to be established. It follows that the development process is an over-all process in which the infrastructural components are so many interdependent sub-systems between which the links have to be cultivated. This is the characteristic aspect of integration.

Put in this way, in terms of interdependence, the problem encompasses an enormous number of questions both of a practical and of a conceptual nature which the rural world must answer. The school should provide knowledge drawn from all disciplines, regardless of the definition given to them by common usage, with the immediate aim, in a first stage of development, of being applicable to everyday life. Since the latter has many facets, which might be described as dimensions, it follows that the education required to meet the difficulties of an evolving rural background is also multi-dimensional. It is precisely this complexity that has proved a stumbling block to the traditional education systems. It seems that the desire to have a single education system has often given rise to the dissemination of a kind of knowledge unsuited to the needs of the rural background by reason both of its content and of the conditions in which it was dispensed, so that school attendance often led to failure or even to regression [3].

In most cases, particularly in rural areas, school drop-out is due not only to causes inherent in the educational system, where accent is laid on selection rather than on apprenticeship, but also to the distances pupils have to travel, which are often exhausting for the younger children, to their undernourishment and to the need for them to work at home with their families. We should also stress the lack of schools covering the entire period of schooling: children abandon their studies because they are unable to continue them.

Moreover, the majority of children who have received partial schooling are incapable of overcoming the inertia of an illiterate environment and themselves lapse into illiteracy after a few years. Only a minority of the adult population are educated, and here again we must point to the disparity in the numbers of literate men and women. Educational investment is directed as a matter of priority towards children; adults are all too frequently neglected and women almost completely ignored.

Outward manifestations, the most striking of which is the increasing amount of unemployment among graduates, also reveal the deficiencies of the system. . . . The educational system is also to a certain extent responsible in so far as it is also based on the systems of developed countries, without any reference to local conditions; it dispenses book-learning and, far from preparing young people for the real working world, accelerates the drift from the countryside towards the towns, where they often find nothing but unemployment, slums and delinquency.

It must be observed, however, that considerable efforts have been made since the publication of this book in 1974, though with varying degrees of success.

For this reason, both the conditions peculiar to the rural environment and also the cohesion of a national education system must be borne in mind when school curricula are being established. In this connexion, reference must be made to the recommendations of the General Conference of Unesco at its twentieth session, Paris, 1978 [4].

The planning of curricula for education in rural areas requires a careful balance. Children from all parts of the country, i.e. originating from both rural and urban areas, must profit from a general educational process directed towards a common core of values, objectives and knowledge which will promote, on the one hand, national integration and, on the other, further access to diversified educational structures for all. A comprehensive knowledge with regard to the characteristics of each environment must be added to this common core; programmes must take into account the environment and must be flexible enough to differ from one area to another. Finally, children, all children, rural and urban, must be acquainted with the rural world, and, in the same way, rural students must be acquainted with some of the problems particularly specific to cities and great urban centres such as urban unemployment. As a conclusion, education in rural areas cannot be considered separately from the national education system. While different orientations and emphases may be followed in rural and urban environments, a division into 'rural education' and 'urban education' will not enable country-dwellers to reach a standard of living equivalent to that of townsfolk, nor will it satisfy the dictates of social justice and national unity. The development of education in the rural environment should therefore be based on the principle of

equality. It is especially important that the quality and output of education in the rural environment should be gradually brought up to a level equivalent to that of urban education. Rural primary schools can play a major role in rural community development and it is important that their potential contribution to the development process be fostered.

Present concern for the difficulty of such integration reflects past errors which have been committed through failure to take into account all the parameters of the problem.

It follows that an urgent need for reform is felt in order to attain such objectives. This need for renewal is felt by all the countries of the Third World where their efforts in the field of education should improve the rural environment, betokening the development of the whole country.

Education, in such a broad sense, appears as a continually renewed instrument of evolution, affecting every aspect of life. Here, in the modest bibliography offered in this bulletin, it is not possible to tackle all these points. This is why the bibliography has been confined to general and institutional education, excluding agricultural education and its technical contents, important though they are for rural development. This limitation, which is external to our basic problem, is, moreover, not the only restriction. It may also be observed that the development of education does not solve all the problems. Suffice it to mention, for example, the importance of funding, of equipment, of raw materials, of health conditions, of transport, energy and so on. But since it is the human being who is the most powerful agent for development, education must occupy a dominant position in the scale of priorities.

Apart from its necessarily intersectoral, interdisciplinary and multi-disciplinary character, education affects every stratum of society and exists in a wide diversity of forms. It concerns children and adults, even senior citizens, of either sex, and at various levels (pre-primary, primary, secondary, higher). It may be a regular institution in schools, just as it may be out-of-school, non-formal, continuing, recurrent, technical, general, vocational... All these forms, of which the list given here is by no means exhaustive, are, and indeed must be, adapted to rural conditions: the only purpose of the reform mentioned above is to make them all adequate for development. Among them, literacy teaching plays an essential role. Indeed, like a considerable number of elements of communication, and therefore of information, which take written form, literacy teaching quickly proves indispensable and must also be seen as a particularly useful instrument for development. One must be sufficiently convinced of this to be able to share one's conviction with others.

A quotation from the conclusion of the Unesco study on education in rural areas is in keeping here [5]:

> The rural community has tremendous hidden reserves of energy, strength and intelligence. If the whole population of certain developed countries, a large proportion of which was until recently illiterate, is now playing its part in the development of these countries, this is mainly because this energy has been released and put to use. The view is therefore untenable that all rural communities are invariably resistant to change, progress and development. The sound common sense of the countryman, the wisdom of generations which has been handed down to him and his instinct for self-preservation all incline him to put his trust mainly in traditional methods, however mediocre the results. He is, conversely, suspicious of innovation which, apart from calling for extra effort on his part, requires money that he does not possess, and which, in any case, he cannot use confidently owing to his lack of education. He must therefore be convinced of the advantages of the new approach to education, the effectiveness of which will in fact depend on his participation, understanding and personal support and which should increase his ability to promote development and to adapt himself to the resulting transformation.

The teacher should therefore turn this human capital to account by adapting his teaching to its requirements rather than by superimposing traditional forms of teaching, however valid they may be in other situations. In particular, primary school-teachers have heavy responsibilities, as can be seen by a cursory glance at the tasks set them by some Third World countries who see schools as the nucleus around which life in the village revolves.

In this connection, it is fitting to quote from some of the replies given by Member States to a Unesco questionnaire to assess the action taken concerning Recommendation no. 69 adopted by the International Conference on Education at its thirty-fifth session in 1975 regarding the evolution of the teacher's role and its impact on pre-service and in-service training [6]:

> On account of modifications in education due to outside pressure, this role sometimes outgrows its original purpose for the school classroom and takes on new proportions... The teacher should now be entirely responsible for the school environment in which the pupils live. At the primary level, which seems to be the most important, this responsibility includes even the material infrastructure (cleanliness, hygiene, health, ventilation of the buildings, supervision of the quality of the food, equipment, etc.)... The teacher's role extends to a whole series of national projects: green revolution; nutrition; family planning; youth; development of community life; agrarian reform; fight against drugs; public hygiene; reafforestation; rural service; talks at a national level. Thus, through the intermediary of the teacher, pupils are directly concerned with some of the main aims of society. It is an attempt to reach complete integration...

To arrive at this sort of balance the collective will of the nation must be mobilized in order to meet the conditions for modernizing the education system and even more for radically changing attitudes as regards rural background. Moreover, this will should manifest itself in terms of official decisions of a political nature: general educational policy, long-term planning, drawing up of funding programmes, total integration of the rural background in national development plans, etc. Without clearly defined actions the original problems will remain unsolved. This would also hold true for actions undertaken at an international level with a view to the 'conception and implementation of an integrated, diversified rural development, in the service of the populations and the linking of these populations' own efforts with those of the governments' [7].

Nonetheless, whatever the extent of the programmes and the means implemented, it should be borne in mind that the processes envisaged are slow-moving and that the desired change will not come about all at once or even unanimously. In fact, in keeping with a certain idea of progress imported from developing countries, a scale of values has been set up which favours towns and their industrial potentialities to the detriment of the country. It is precisely this scale which must be reversed and education should play a fundamental role in this. The situation is, thus, far from simple since, over and above the complexity of the basic problem, there are still a number of local psychological difficulties (traditions, influences, privileges, prejudices, etc.) which are already inevitable in developed countries but which are exacerbated by under-development.

Thus it is that research of a socio-economic nature can very well offer solutions which are to all intents and purposes valid but which should obviously be handled with care [8].

> Application of the results of such research and new ideas calls for considerable caution so as not to rupture the fabric of the life of the people whom it is intended to benefit. Institutions in rural areas are often maladjusted to the requirements of rapid change. Moreover, the rural population, which is frequently illiterate, unorganized, impoverished and sometimes ignorant of the language used for administrative purposes, is handicapped when it comes to solving its problems within the framework of social structures which it does not understand or which even reject it. This being the case, the rural environment may tend to turn in on itself and sometimes to resist change. The introduction of technologies that are advanced but insufficiently suited to local conditions may also contribute to undermining the physical bases of rural life. In order to overcome these deficiencies, it is important to find ways and means of placing at the disposal of rural populations know-how and techniques that can contribute to the solution of everyday problems without causing a break with the pattern of the physical and social environment.

More generally speaking, the basic concepts have been successfully updated and adequately explored. They have even made it possible to fix objectives and to formulate some principles. However, the results of the application of these principles are meagre when

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compared to the amount of literature published. What is needed now are methods and strategies, first of all to tackle the difficulties with the right psychological approach, and then to be able to make use of the very limited means at the disposal of the governments.

Finally it can be seen from the clear desire to integrate schools into their own environment and to give them an open-minded attitude concerning the local realities that each case is in effect unique and that, at least in the present state of affairs, generalizations are extremely risky. This is why a thorough knowledge of the environment is indispensable in order to avoid wasting time and money, which can be fatal to success. Thus it is that information published on specific situations should be brought to bear on the various elements of the problem.

The following bibliography should contribute to the study of these specific problems as well as to the identification of the educational needs. As far as possible it has been arranged according to a plan which reflects the problems outlined above. There will be the following sub-headings: I. General; II. Development planning; III. Adult education; IV. Educational programmes and content; V. Methods: communication, technology, teaching; VI. Schools and colleges; VII. Higher education; VIII. Non-formal education. The information available on these eight subjects has not been uniformly distributed, and some aspects are given less importance than others. The education for the training of rural youth is not mentioned as such. This subject area, which is fundamental to rural development and which is the cause for their leaving the countryside, has been covered under other headings but should be dealt with in more detail in a further study. However, it is considered to be closely related to this study. This also holds true for teacher training.

The conditions peculiar to rural background can be divided into four categories: (a) framework; (b) conception; (c) planning; and (d) strategy. These categories reflect problems which are so complex that there is no choice but to group aspects which seem directly compatible and to refer to them by a set of terms rather like keywords.

Although very schematic, this modest classification has the advantage of providing an easy reference to the 345 entries in the bibliography, which is limited to the period between 1975 and 1979, despite the considerable number of publications which have appeared since 1972. Apart from the purposes already mentioned, these titles can serve as an introduction to more detailed studies in which, for example, empasis would be laid on historical comparisons, analyses of the behaviour of the rural population in a given region, a definition of socio-economic indicators of rural development, etc.

The basic sources of information are various. Firstly, mention should be made of the publication in 1978 of a quarterly periodical by the Commonwealth Bureau of Agricultural Economics (CAB), entitled *Rural extension, education and training abstracts.* A number of articles and reports mentioned below have been taken from this journal.

On the other hand, an information sheet has been directly addressed by Unesco: IBE to some Member States: Argentina, Bulgaria, Czechoslovakia, Finland, Norway, Peru and Romania. It provided very useful information on specific subjects, in particular on the attitude of these countries to the educational policy in certain regions such as Northern Carelia (Finland) or some areas of Latin America.

A computer search was then carried out by Unesco, using data from the ERIC system. Again only the period subsequent to 1975 was considered on the same conditions as those mentioned above. As it happened, this information often coincided with that provided by the abstracts of the Commonwealth Bureau.

An annotated bibliography on rural education in Latin American countries, prepared under the auspices of Unesco from 1972 to 1978, has also been put to good use in the same time periods and with the limits of the objective set [9].

Finally four sources have been of help:

1. A selected bibliography of Egyptian educational materials, Cairo, Egypt (1977, 1978, 1979).
2. Selected bibliography and abstracts of educational materials in Pakistan.
3. The Agency for International Development's research and development abstracts.
4. *Bibliografia brasileira de educação*, 1979.

In addition to these sources there are also the monographs and specialized works of the IBE and Unesco.

The literature consulted has shown that some subject areas have been given a lot more coverage than others. Five categories make up over four-fifths of the information gathered, leaving three minor categories. Below is a brief outline of the respective bibliographical importance accorded to each subject.

The section entitled *General* is by far the most lengthy. It mainly consists of information on educational needs in terms of the political and economic frameworks of countries or regions, conceptual studies of education in specific political or geographical contexts, and summaries of pilot projects or experimental programmes. This category alone makes up one quarter of the information gathered.

Similarly the section on *Methods* is also very important especially on account of the comments and proposals concerning the mass media: radio, video, television. Indeed, these media are remarkably efficient in combatting pedagogical isolation and in disseminating information, that is to say teaching, to an often scattered and illiterate population but who nonetheless are sensitive to voices and images. Below are some of the functions which these media could fulfil, not individually but in the framework of a global action on the environment [10]:

> (a) the creation of a general atmosphere of development favourable to mental change; (b) the promotion of civic education and of the notion of the dignity of labour; (c) the dissemination of practical information concerning agriculture, health, family planning and other subjects related to development, in association with local action through the intermediary of technicians, monitors, extension workers or rural councils; (d) the transmission of broadcasts for schools, with particular reference to the training of teachers and vocational and technical training; (e) the broadcasting of 'second-chance' classes to enable young people who have abandoned school to acquire a minimum level of education and culture (obviously, such pupils should be able to take the same examinations as those who are regularly enrolled in school).

It is not surprising to find that many authors have helped to enhance this sort of easily applied information. One sixth of the bibliography has been devoted to it.

The section on *adult education* in the local environment can be compared to the section on communication. The reason for this is obvious: literacy training is one of the basic conditions for rural development and, indeed, is given priority. On the other hand, however, it will be noticed that women's education is mentioned in very few publications and it is hard to see whether it is included or not in adult education taken as a whole. Nevertheless it is clear that this particular subject is glossed over perhaps because it is not considered important enough either by the authors or by governments.

The sections on *planning* and *non-formal education* between them make up a quarter of the information gathered with the same amount of space devoted to each. Over the past years international organizations and regional committees have spent much time and energy on planning. Many courses and seminars were organized in this connection in Latin America, Africa and Asia. This should be seen in the context of the need to form a nation-wide desire for rural development in terms of plans and programmes. The adaptation of planning to local conditions is, generally speaking, the main motive behind such activities.

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As far as *non-formal education* is concerned, although it is an integral part of adult education, it seemed right to put it in a category of its own, given the large number of publications which deal with it. In this connection there are surprisingly few publications dealing with rural social work, the function of which is precisely to prepare the rural population to welcome outside technical aid. In the bibliography the lack of proportion between these two functions illustrates the fact that it is easier to offer consumer goods and technology than to prepare people to accept them.

Lastly, *curricula* and *teaching*, at the three levels of education, are given little space; they only make up a small part of the bibliography. This is perhaps a reflection of the school situation in a rural environment, that is to say the immense difficulty encountered in adapting education to rural conditions despite the ideal views of objectives arising from the statement of the problems.

Clearly the meaning of numerical values and of the proportions resulting from them should not be overrated. No particular effort has been undertaken to promote one or other of the categories under which the information comes. However, and perhaps because of this lack of partiality, certain real facts stand out more clearly. For example, it is instructive to see that the respective amounts of information correspond rather well both to the importance of the problems posed and particularly to the facility with which these problems are posed and solved. Lack of information is sometimes just as important as excess information since it underlines shortcomings and hence affords a possibility of remedying the matter.

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This annotated bibliography aims to identify the documents (mission reports, specialized studies, field projects, national or regional meetings, seminars, working documents, evaluation, etc.) which are essential in understanding the evolution of the concepts of 'rural development', 'formal education' and 'non-formal education' in Latin America and the Caribbean. Functional literacy training has been studied in the light of the present trend to classify it under 'non-formal education'. The document also includes a study of the role of education in the social, economic and cultural context of the rural areas of Latin America and the Caribbean. A critical analysis of the actions undertaken by Unesco and other international and national organizations in the area attempts to bring out the relation that can be established between the objectives in view and the efforts made to attain them. In concluding the study, the author underlines the main problems which arise, despite the efforts undertaken in planning education for integrated rural development in Latin America and which demand a solution.

2. *Bibliographie agricole et rurale* (Angers, France, Syndicat d'enseignement agronomique et de recherches agricoles), vol. XI, n°. 4, 1978, 25 p.

Bibliography published by various French institutes for the following disciplines: sciences, agricultural techniques, economics, management and social sciences.

3. **Food and Agriculture Organization of the United Nations; Unesco; International Labour Organization.** *Training for agriculture and rural development, 1976.* Rome, FAO, 1976. 143 p. (FAO—Economic and social development series, no. 2) [Also published in French and Spanish]

This annual publication, published by FAO, Unesco and the ILO, reviews *agricultural training* dealing with such topics as—centres in Cyprus; rural workers education; training for the beneficiaries of agrarian reform projects and for rural youth in

Malaysia; higher agricultural education; personal qualities of teachers; activities in population education; demonstrations; and pre-vocational education programmes. Articles related to *rural extension* focus on co-ordination between research and training; better alignment of practices with socio-cultural patterns of a clientele; factors and tasks in 'rural transformation'. Articles on *rural development* present co-operation in Lesotho; non-formal education in Italy; and projects in India aided through educational television.

4. Food and Agriculture Organization of the United Nations; Unesco; International Labour Organization. *Training for agriculture and rural development, 1978.* Rome, FAO, 1979. 106 p. (FAO. Economic and social development series, no. 14) [Also published in French and Spanish]

5. United States Agency for International Development. Bureau for Technical Assistance. Office of Education and Human Resources. *Non-formal education.* Washington, D.C., 1975. 70 p. (United States. Agency for International Development. Bibliography series: education and human resources, no. 2)

Annotated bibliography containing author and geographical indexes mainly reflecting experiences of USAID with non-formal education programmes in developing countries, but also including materials from international agencies and other organizations. The major categories under which the 195 entries are listed alphabetically are: definition and scope; function (rural extension, diffusion, training); delivery systems (educational media, mobile units, travelling seminars); target areas (adult education, community development, family planning, health and nutrition, literacy, rural development, vocational training and youth programmes).

6. Wheelock, G.C.; Sapra, P.B., comps. *Educational needs projection and rural development: a bibliography.* Mississippi State, Southern Rural Development Center, State College, 1978. 171 p. (SRDC bibliography series, no. 7) [ERIC microfiche ED 158 928]

This bibliography is extensively indexed and contains 739 citations of work published between 1965 and 1975. (a) *Community involvement and rural education planning* (derived from ERIC files) yields 109 citations on a community based approach to educational planning and development in rural areas. Major subject areas are curriculum improvement, discrimination, financial problems, leadership qualification and structure, school-community relationship, teachers' qualifications, bibliographies, handbooks, and a synthesis of research. (b) *Methodologies for determining educational needs* (derived from Dissertation Abstracts International (DAI)) lists 80 dissertations utilizing or exploring the application of educational needs projection methodologies. Sixty-five theses are based on some variation of 'opinion surveys', 35 of which utilize the Delphi procedure. Fifteen papers rely on 'statistical models'. (c) *Dissertation on public school topics in the south*, composed of 550 titles, provides a perspective on the relative emphasis placed on needs projection in educational research. Major subject areas include such topics as the administration, fiscal policy, teachers, curriculum, etc., of public schools, vocational technical schools, community colleges and continuing education programmes.

A. SOCIAL, ECONOMIC, CULTURAL AND ENVIRONMENTAL FRAMEWORK

7. [Decree No. 49 of the Council of Ministers of 3 October 1978 concerning: the stability of occupations in the rural economy; supporting various productive units with managerial and

executive staff; increasing the participation of young people in agriculture.] *Bulletin du Ministère de l'éducation nationale* (Sofia), 1978, N° 11-12, p. 6-7 [Text in Bulgarian]

This decree provides for a large number of activities, involving business enterprises and ministries, with a view to fully exploiting the considerable possibilities arising from socialist reorganization and promotion of the rural economy in Bulgaria. Thus, in order to stabilize labour in the rural economy, the Ministry for National Education together with the other administrations concerned must adopt a concrete programme for the period up to 1990 in order to train managers and executives in the following fields: adaptation of admission procedures for pupils and students entering the various schools training personnel for the rural economy; improvement of the network of school units responsible for training these specialists; modification of the content of syllabuses and curricula with a view to improving the general and vocational training of students while keeping in mind the requirements of the socialist organization of work and the needs of the rural economy.

8. Berthelot, J.M. Exode agricole et scolarisation: analyse différentielle des modalités de scolarisation d'une population scolaire du second degré dans un département rural sur-scolarisé. *Revue française de sociologie* (Paris, Centre national de la recherche scientifique), vol. 19, n°. 1, 1978, p. 103-24.

Rural depopulation in France has meant that few farmers' children will be making a career in agriculture and that there should be a different emphasis in their education and vocational training needs. A survey was carried out in the rural *département* of Lot where the proportion of farmers' children at secondary school was very high. It was seen that these children tended to be behind with their schooling. This was due partly to traditional rural attitudes to education, which tend to be unfavourable, and partly due to the lack of relevant orientation in the education available.

9. Bessant, B. Rural schooling and the rural myth in Australia. *Comparative education* (Dorchester-on-Thames, UK), vol. 14, no. 2, 1978, p. 121-32, bibl.

During the twentieth century Australia's rural population has declined rapidly, and by 1971 only 14 per cent of all Australians resided in officially classified rural areas. This paper divides the rural minority into two groups: the large landholding pastoralists, and the smaller wheat, sheep, beef, dairy and irrigation farmers. Due to political and economic centralization in the state capitals, urban values have come into conflict with those of the rural minority, and the 'rural myth' (the widely-held view of the 'noble bushman' or 'salt-of-the-earth' small farmer) has strengthened the belief held by both rural and urban people that the former are basically different from city dwellers. An examination is made of the nature of this rural myth and its development since the nineteenth century, and how this has affected schooling and the provision of equal opportunities for rural children. It is concluded, however, that many problems found in rural schools are also found in urban schools, and rural deprivation is only one of many faults in the entire education system.

10. Derenbach, R. Ausbildung und Beschäftigung der nachwachsenden Generation im ländlichen Raum [Education and employment of the rising generation in rural areas]. *Innere Kolonisation* (Bonn, Gesellschaft für Förderung der Inneren Kolonisation), 28. Jahrg., Nr. 1, 1979, p. 10-14, bibl.

The paper discusses causes and trends of job shortages and educational opportunities, and the reasons for regional disparities (a greater pressure of needs in rural areas, with

negative structural and economic side effects on education and skilled work). There are new objectives; instead of trying to combat the shrinking process taking place in agriculture, the employment and social opportunities of young people should be ensured. Measures taken by the federal and regional governments, who are responsible for education, and their reactions to the enforced expansion of the infrastructure of vocational training in rural areas are described. Arrangements are discussed for new investment in employment opportunities.

11. Education et milieux ruraux. *Direct* (Paris, Centre d'information et d'échanges télévision, Agence de coopération culturelle et technique), n°. 7, 1976, p. 15-43.
This issue contains a number of short articles on rural education, including: adapting education to rural areas; how should an African education system be developed?; the use of audio-visual techniques out of school in Rwanda; the education of children excluded from primary schools in Upper Volta; secondary education structures and aims in Senegal; and balanced practical education in Senegal.

12. **European Workshops of Fontevraud on 'Environment and Culture: the Rural Society', 1978.** *Seminar 3: Rural dwelling and frame of life. L'habitat rural et le cadre de vie.* Paris, Groupe de recherche pour l'éducation permanente (GREP), 1978. 1 v.

13. **European Workshops of Fontevraud on 'Environment and Culture: the Rural Society', 1978.** *Seminar 4: Cultural regionalism/ Le régionalisme culturel,* by Guy Berger, Colette Berger-Forestier and Janine Marchand. Paris, groupe de recherche pour l'éducation permanente (GREP), 1978. 25 p.

14. **Figueroa, M.; Gallardo, I.; Lafarga, J.** *Datos basicos y directivas para la elaboración de un programa de investigación educativa.* Mexico, Universidad Iberoamericana, 1977. 43 p.
After a study of the main educational problems in Latin America—demographic pressure and limited educational resources, socio-economic underdevelopment, a high school drop-out rate, insufficient adaptation of education to local requirements, and rural disadvantagement—important areas of research are indicated. These include cultural aspects of education; education in relation to (a) economic development, (b) labour markets, (c) social mobility, (d) income distribution, (e) socio-economic structure and (f) political development; education and migration; educational reform; and educational planning and dependence.

15. **Francis, R.** Paradise lost and regained: educational policy in Melanesia. *Comparative education* (Dorchester-on-Thames, UK), vol. 14, no. 1, 1977, p. 49-64, bibl.
The article discusses current educational policies in Tonga, Fiji and the Solomon Islands, as outlined in their development plans. These plans all have the underlying theme (gleaned from current western 'traditionalist' educational thought) that policy should be analysed and assessed in terms of its appropriateness for a present, local context, not for a past-traditional context. This means that policy is seeking to provide schools with a rural, vernacular, traditional orientation, for parents and children who aspire to membership of the urban cash economy of the modernizing sector. All the development plans show acceptance of this new western dogma, while admitting reluctantly to local, present cultural realities, resulting in an ambivalence in the institutional expectations defined by these planning documents. The most important implication of awareness of this ambivalence is that the traditionalist value-orientation must be recognized as a philosophy of education which has western origins and supports innovative policies quite foreign to the contemporary Melanesian attitude to the educational enterprise.

16. Guzman, J.T. Efectos educativos y sociales de un programa de desarrollo rural en dos regiones de México. *Revista del Centro de Estudios Educativos* (México), vol. 7, no. 4, 1977, p. 21-45.

The objectives of this project were the raising of living standards, the reduction of dependency on other social sectors and the changing of rural people's attitudes. When the educational and social effects of the project were examined, the relevance of the development model used was brought into doubt, given the traditional production systems of these regions, their ecological characteristics and educational expectations.

17. Kinunda, M.J. *Experience in Tanzania in identifying and satisfying local needs in education.* Paris, Unesco: International Institute for Educational Planning, 1975. 26 p. (IIEP seminar paper, no. 14) [Also published in French] [ERIC Microfiche ED 133 859]

At independence, the United Republic of Tanzania inherited a basically illiterate rural population. Hence, top priority was accorded to rural development. Education is a vital input but its impact depends not only on the quality and relevance of the education given but also on its interaction with complementary inputs in agriculture, small-scale industry, irrigation, health, nutrition, and other aspects of family life. The functional literacy campaign and other educational programmes for adults are intended to provide the kinds of basic skills and knowledge needed by the local community. Official policies link formal programmes with non-formal and informal education in community education centres. Decentralization of control and power provides the platform for proper co-ordination and effective and intensive utilization of local personnel, finance and materials.

18. Kinunda, M.J.; Masisi, Y.K.C.; Mmalavi, A.P.W. *Case study of the determination of learning needs in rural areas.* Dar-es-Salaam, Institute of Adult Education, n.d., 87 p.

19. Manrique, L.; Tello, María Luz. *El fenómeno educativo en el medio rural; zona de expansión urbana: Valle de Lurín.* Lima, Instituto Nacional de Investigación y Desarrollo de la Educación, 1975. 181 p.

The objective of this study is to explain social situations of a kind which facilitate the elaboration of theoretical structures by analysing education as a microprocess in the context of society; at the same time the study questions the idea that education is the only source of progress. This project is a case study relating to a rural area included in an area of urban expansion (Valle de Lurín in Lima, Peru) and the analytical unit used is the Núcleo Educativo de Lurín on account of its proximity to the capital; the cosmopolitan atmosphere of the area and the urbanization are some of the factors which have created pressures necessitating realistic solutions. The report includes a guide to research, the characteristics of the nuclear system and a bibliography.

20. Matos Mar, J. *Educación lengua y marginalidad rural en el Perú.* Vol. I. Buenos Aires, Proyecto Desarrollo y Educación en América Latina y el Caribe, Comisión Económica para América Latina, 1978. 95 p. bibl. (DEALC/10)

During the 1960s Peru's rural areas reached a point of crisis, with serious economic stagnation, unemployment and great social inequality. Opportunities for education were very limited, partly because of multi-lingualism and cultural differences. A study is made of the effects on this situation of three reforms: the agrarian reform; educational reform; and the accordance of official status to the Quechua language, which is spoken by the most socio-economically depressed members of Peruvian society. In some cases educational opportunities have improved, but social change can only be achieved by extensive social participation and conscientization.

21. Nayar, D.P. Integrated rural development and educational priorities. *Yojana* (New Delhi, Ministry of Information and Broadcasting), vol. 22, no. 3, 1978, p. 15-19.

In India 80 per cent of the population live in rural areas and most of them are below the poverty line and illiterate. It is therefore not surprising that agricultural productivity is low; yet agriculture is vital in providing food, raw materials to industry, livelihood to the majority of the population, and 50 per cent of the GNP. Consequently, without rural development the national economy cannot grow. Rural development requires co-ordination of various development departments and organizations, and must be both for and by the rural population. If these people are to participate actively in the development process, education is of primary importance, yet it is receiving increasingly less priority. This situation must be remedied and reform must take place to include the mass of people at present excluded from education. Suggestions are made for the reorganization of elementary, secondary, university and non-formal education, with particular reference to methods advocated by Gandhi and with the emphasis on rural areas and integrated development.

22. Ortega, P., et al. *Diagnóstico sociolingüístico del Area Andina del departamento de Puno.* Lima, Instituto Nacional de Investigación y Desarrollo de la Educación, 1979. 310 p.

This sociolinguistic study of the Quechua area in the department of Puno analyses the social, cultural, linguistic and educational characteristics of the Quechua-speaking population of one of the most densely populated rural areas in Peru. The explanations of the various phenomena are always interpreted in terms of the existing economic situation and by dint of its multidisciplinary nature it has succeeded in: determining sub-areas with different linguistic usages; establishing the degree of monolingualism and bilingualism within the sub-areas; interpreting the cultural and ideological aspects (especially beliefs and values) of the Quechua people; interpreting the actual situation regarding school or formal education; drawing up projects for a bilingual education in situations similar to those existing in the department of Puno. All these aspects are to be seen in the context of the development of the rural environment in Peru.

23. Parra Sandoval, R. *La educación rural en la zona cafetera colombiana.* Buenos Aires, Proyecto 'Desarrollo y Educación en América Latina y el Caribe', Comisión Económica para América Latina, 1978. 83 p. (DEALC/15) [Summaries in English and French]

An analysis is made of the relationship between changing socio-economic structures and education, making a case study of the coffee-producing area of Colombia (Antioquia, Caldas and Valle regions). The traditional dependency of rural workers on the landowners for everything, including education if any, is now changing and a series of non-formal education programmes has been introduced by the government and the National Coffee Producers' Federation.

24. Prada, A. *Educación para el desarrollo rural en América Latina.* Buenos Aires, Proyecto Desarrollo y Educación en América Latina y el Caribe, Comisión Económica para América Latina, 1978. 51 págs. (DEALC/II) [Summaries in English and French]

This report indicates the need for a revision of present basic education approaches in rural Latin America. Education should be seen as an integral part of community development, and should be organized as much as possible by the community, using local resources and culture. This requires change in educational structures at the regional level, and the transformation of present rural schools into rural animation centres involving the entire community as both teachers and pupils. If community resources and features of everyday life are used in education, results are likely to be much better than in formal, standardized education which bears no relation to the local environment.

25. Preparatory Seminar on Case Studies for the Determination of Learning Needs in Rural Areas, Nairobi, 1976. *Report.* Paris, Unesco: International Institute for Educational Planning, 1977. 168 p., bibl. (IIEP/539/16) [Published in English only]

The general purpose of the meeting was to make necessary preparation for launching specific case studies with the help of national teams. The five cases discussed were school agriculture for community development in the United Republic of Cameroon; the Special Rural Development Programme in Vihiga and Hamisi Divisions, Kenya; the Chiwanda farmer education project and the Kwamsisi community school project in the United Republic of Tanzania; and the Namutamba project in Uganda.

26. Sánchez, R.; Ortega, P.; Infantas, P. *El fenómeno educativo en el medio rural: zona agropecuaria minera de la sierra central.* Lima, Instituto Nacional de Investigación y Desarrollo de la Educación, 1974. 323 p.

The area under study here is the Central Sierra of Peru which is a farming and mining region; the spheres of influence of two educational nuclei representative of this area (Llochapampa and La Oroya) were studied. One of the conclusions of the research was that education for rural areas should be a combination of strategic forms which challenge the traditional educational vision of development and another was that the educational process should be divided into various sectors (educational community) as a basic factor of integral development.

27. Seminario Nacional Intersectorial Operacional de Educación Escolar y Extraescolar en Zonas Rurales, La Habana, 1977. *Informe final.* La Habana, Ministerio de Educación, 1978. 241 p.

This document deals with the political bases defining the nature of the education system in Cuba; it holds that education is a State function and should therefore be free to all and that curricula should be included in national development plans. Emphasis is placed on the value of work as an educational element and some examples are examined. There then follows a description of the sub-system of adult education.

28. Seminario Regional sobre Indicadores Socio-Económicos, I, San José, 1978. *Informe final.* Guatemala, Proyecto Regional 'Red de Sistemas Educativos para el Desarrollo en Centroamérica y Panamá', 1978. 217 p.

Final report of a regional seminar on socio-economic indicators: comments on their selection, revision and periodical up-dating, and their use in the preparation, implementation and evaluation of curricula and educational projects.

29. Sireau, A. *Estudios sobre dinámica de población y educación en América Latina y el Caribe: elementos para un manual de referencia.* 2nda. ed., revisada y aumentada. Santiago de Chile, Oficina Regional de Educación de la Unesco para América Latina y el Caribe, 1974. 2 v.

Studies on the dynamics of the population in Latin America and the Caribbean and their relation to development; the problem of emigration and immigration and the distribution of population by age and sex. Comments on rural development, urban development, basic education, funding of education, socio-economic development and statistics on population and education. Studies were carried out in Argentina, Guatemala, Peru, Trinidad and Tobago and the Dominican Republic.

30. **Snuffer, F.** *A study of the changes in the beliefs and values of rural Appalachia and implications for education.* Morgantown, W.Va., West Virginia University, 1976. 289 p. [Thesis]

An equilibrium-disequilibrium theoretical approach is used citing southern Appalachia (United States) as a cultural region undergoing social change. The implications of the study lead to the suggestion that the education system should develop a multi-dimensional approach in working with the rural population. Future teachers may be trained as social change agents, since residents appear to be more alienated than in the past.

31. **Thomas, C.** *Situación educacional en el altiplano chileno.* Santiago de Chile; Oficina Regional de Educación de la Unesco para América Latina y el Caribe, 1978. 62 p.

The peasant communities of the Chilean high plateau have a low level of socio-economic development, and the adverse climatic conditions, the scattered nature of the communities, and the pastoral way of life make school attendance difficult. Although in general the Aymara peasant wishes his children to be educated, even if they manage to attend school the teachers are often poorly trained and ill-prepared for the social environment. As yet there have been no literacy or adult education programmes, although the 1978-93 adult education plan should improve this situation.

32. **Tuinder, B.A. den.** Appendix D: Education. *In: Ivory Coast: the challenge of success.* Baltimore, Md., Johns Hopkins University Press for the World Bank, 1978, p. 276-302.

The appendix draws attention to the various problems that have arisen due to the very rapid expansion of the Ivory Coast's education system following independence. Though considerable success has been achieved through the use of educational television to supplement traditional teaching methods, grave structural imbalances have grown up in the relation of primary to secondary education. Also, the general system, modelled very closely on French education, is recognized as not geared to the manpower needs of a country at the Ivory Coast's stage of development and with its own quite different cultural background. Other major problems are that education is taking a disproportionately high share of the Ivory Coast's development resources, and that it is not geared to meet the general or technical needs of the rural areas. Apart from the urgent need to deal with the shortage of primary teachers in rural areas, non-formal education and extension measures to mobilize farmers and gain their co-operation in rural development projects are needed. Curriculum reform is aiming to tailor educational and training programmes to the specific ethnic and development needs of communities while continuing to maintain French standards of excellence.

33. **Unesco/UNICEF Programa de Cooperación.** *Necesidades educativas basicas de la población rural del area centroamericana. Informe de actividades, septiembre 1976, septiembre 1977.* Volumen I. Guatemala, 1978. 239 p.

In Central America about 50 per cent of the total population is illiterate and, with the exception of Panama and Costa Rica, primary school attendance is very low. Only about 15-20 per cent of children complete primary school. In all countries the situation is particularly bad in rural areas. This gave rise to two seminars organized by Central American Educational Co-ordination (CEC), supported by Unesco and UNICEF. The first of these took place in September 1976, with representatives from ministries and development and education institutions in all six countries. Each country was asked to examine the educational situation in rural areas and to draw up a report of basic educational needs and possible ways in which they could be met. In September 1977

the second seminar was devoted to presentation and discussion of these reports. The research methodology is described, and then individual country case studies are presented. Although it was apparent that education was generally too formal and academic, and should relate more to peasant needs and way of life, it was decided that generalization could not be made and only the rural communities themselves could really assess and express their needs. The research teams in each country therefore visited communities and encouraged them to consider and discuss their particular situation and to suggest possible ways to improve education systems; the aim was to stimulate and activate rather than to impose outside views. A synthesis of this and other articles on the same subject appeared in Unesco-UNICEF Co-operative Programme. *Basic services for children: a continuing search for learning priorities - II*, Paris, Unesco, 1978, p. 156-82. (IBE. Experiments and innovations in education, no. 37).

B. CONCEPTION AND DEFINITION

34. **Ahmed, H.** *BRAC: building human infrastructures to serve the rural poor.* Essex, Conn., International Council for Educational Development, 1977. 104 p. (Project to Help Practitioners Help the Rural Poor. Case study, no. 2)

35. **Alberti, G. y otros.** *Educación y desarrollo rural.* Lima, IEP, 1974. 56 p.

Conceptual re-examination of education and rural development underlining the dialectic nature of the relation between education and society and the role of education in society: consolidation of a system of values or criticism of those values and of society in general. Analysis of the problem of educational policy in Latin American societies and of the socio-linguistic problem; the coexistence of pre-Hispanic languages alongside Castilian Spanish in Peru and their influence on relations between the city and the country.

36. **Bennett, N.L.** *Barriers and bridges for rural development.* Bangkok, Foundation for the Promotion of Social Sciences and Humanities Textbook Project, 1978. 199 p.

37. **Górecki, J.; Gecolea, R.H.** Population education for rural development. *In:* **Food and Agriculture Organization of the United Nations; Unesco; International Labour Organization.** *Training for agriculture and rural development, 1976.* Rome, FAO, 1976, p. 100-7. [Also published in French and Spanish]

The article begins by defining population education. It should not be confused with family planning education; rather it should deal with aspects of population that can affect the quality of life at both societal and family levels. Its content should be developed around specific relationships between population variables such as size, age and sex composition, migration, population growth or decline, on the one hand, and various aspects of socio-economic development on the other. These relationships should be considered at both the macro- and the micro-level. An inter-disciplinary approach is needed, and all studies must be put firmly in the rural context. Methods of introduction of such courses are discussed and the article closes by suggesting the collecting of more data on this subject.

38. **Hawkins, J.N.** Rural education and technique transformation in the People's Republic of China. *Technological forecasting and social change* (New York), vol. 11, no. 4, 1978, p. 315-34.

Chinese development policy is discussed with special reference to programmes introducing a learning network in the rural sector to assist technology for small-scale industry and for agriculture. Section headings include: post-cultural revolution period; research and development; education; short-term and non-school training; institutional linkages.

39. Kordes, H. *Curriculum-Evaluation im abhängiger Gesellschaften: quasi-experimentelle Felduntersuchung eines Schulversuchs zur Ruralisierung der Grunderziehung in Dahome (Westafrika) mit ausführlicher Einführung in die Methode kriterienorientierter Evaluation* [Curriculum evaluation in relation to the surrounding society: quasi-experimental field study of a school experiment on ruralizing basic education in Dahomey (West Africa) with a detailed introduction to the methods of criterion-oriented evaluation]. n.p., Sozialwissenschaftlicher Studienkreis für Internationale Probleme, 1976. 613 p. (SSIP-Schriften, Nr. 27)

The study uses a systems approach to analyse and identify problems in the Dahomey (Benin) experiment in ruralizing the primary school curriculum. The Benin rural school reform was one of the first in Africa and has served as a model for other developing countries. The five main sections of the study are: (a) analysis of the research strategy for evaluating the Benin school reform; (b) the norm structure: problem of pre-educational norms, interests and obligations as they affect planning ruralized basic education; (c) the organization of objectives: problems of legitimate and activated educational aims and roles of ruralized basic education; (d) adaptation: problems of carrying over norms and aims into the surrounding society of pupils, teachers and parents; and (e) interpretation: problems of material and ideological contradiction between educational qualifications and socialization belonging to the rural society. The evaluation ends by emphasizing the need to embed basic education in a general scheme of political-economic rural animation which does not deprive the State of its right and duty to impose norms but through the animation organization of the majority of the peasantry takes account of their educational aims and job aspirations and those of their children.

40. McTaggart, J. Campesinos and education for development. In: **Comparative and International Education Society. New England Regional Conference, 1977.** *Education and national development.* Amherst, Mass., Center for International Education, University of Massachusetts, 1977, p. 125-7.

The inadequacies of rural education in South America are being felt in urban areas as *campesinos* migrate. Rural schooling may have fostered unfulfilled promises by educating *campesinos* without relation to agricultural employment opportunities, thereby encouraging further rural-urban migration. Educators in Central America have attempted to curb this flow by concentrating on rural training institutions, radio broadcasts, etc. *Campesino* education must now go beyond literacy programmes and even specialized agricultural schools, to reinforce the value and necessity of farm life to the *campesino*, his family and community and to the nation as a whole. A rural education system is needed which improves the *campesinos* lives and does not raise false expectations. It must affect both adults and children, developing not only reading and farming skills but enhancing and maintaining the fabric of rural living through community building. *Campesino* education is thus education for community development.

41. Mehta, P.K. Education in rural India. *Kurukshetra* (New Delhi, Ministry of Information and Broadcasting), vol. 26, no. 1, 1977, p. 49-52.

The paper deals with the problems of expansion of education in rural areas of India and also attempts to define the relationship between education and economic

development, particularly rural development. The Education Survey Report (1975-76) indicated that while the enrolment of boys in primary education has substantially increased, the enrolment of girls has slowed down. Secondary enrolment has declined both for boys and girls. According to the data collected by the National Sample Survey, 31.65 per cent of the rural population faced the problem of unemployment. According to another estimate about one-quarter of the rural population was suffering from under-employment in 1971. In the context of the need for making the education system oriented towards employment and development, a few guidelines are suggested for evolving a suitable education policy for planning purposes.

42. O poslani učitel'a na vidieku [On teacher's mission in the country]. *Učitel'ské noviny* (Bratislava, Ministerstvo školstva a Slovenský výbor odborového Zväzu pracovníkov školstva a vedy), roč. 28, čis. 1, január 1978, p. 2.

Information on a 1977 seminar of Slovakian teachers, educators and administrators working in rural schools.

43. **Pantîru, P.; Pantîru, A.** Mutatii în structura fortei de munca din mediul rural [Structural changes in rural manpower]. *Viitorul social* (Bucuresti, Academia de stiinte sociale şi politice), nr. 4, 1978, p. 696-701.

The authors consider schooling to be a major factor in the preparation of future personnel necessary for the development of the rural environment, and emphasize the importance of a correct vocational orientation based on a thorough knowledge of the aptitudes and preferences of pupils and adapted to the needs of present and future socio-economic development.

44. **Riedmiller, Sibylle.** *Experiencias significativas de la educación en el medio rural de América Latina.* Guatemala, Ministerio de Educación, 1975. 172 p., bibl. (Serie CPER/Inf/8) [Documento presentado al Curso Latinoamericano sobre el Planeamiento y la Administración de la Educación para el Desarrollo Integrado de las Zonas Rurales, Guatemala, 1975]

Sociological study of education in the rural environment in Latin America and the Caribbean under the following headings: history of education; quantitative analysis of the evolution of education in rural areas; relation between education and employment; primary education; secondary education; agricultural education; higher education; extra-curricular education; administration of education; and educational strategies for rural development in Latin America.

45. **Sachs, R.E.G.** Educational needs of farmers: a crossnational study. *Sociologia ruralis* (Assen, Netherlands, European Society for Rural Sociology), vol. 19, no. 1, 1979, p. 29-42, bibl.

In developing countries, such as Zambia, formal education is desired especially by farmers in areas where farming has become market-oriented, requiring the use of industrial goods. In less developed areas of Zambia people obviously believe that they can easily do without formal education and that traditional experience is quite sufficient to manage the daily work. But in areas near urban centres, education is considered as an essential means to become a good commercial farmer. Farmers seem to prefer learning associated with social experience, rather than learning by accumulating purely formal knowledge. Courses given by adult education institutions in developing countries are often not adequate, as has been shown by an evaluation of several farmers' training centres. Instead it has been suggested that a form of co-operation between primary schools and extension services should be tried.

46. Shortlidge, R.L. *A socioeconomic model of school attendance in rural India.* Ithaca, N.Y., Department of Agricultural Economics, Cornell University, 1976. 23 p.

To determine the factors influencing school attendance by Indian children, a household survey was conducted in fourteen villages located in two districts of western Uttar Pradesh. Social and economic data were collected and analysed by Cornell University and G.B. Pant University of Agriculture and Technology. The analysis was restricted to a sample of 295 households containing 570 persons between 5 and 21 years of age, and who were either enrolled in school or had never attended school. In low-income Indian families, children are often not sent to school because their labour contributes to the economic welfare of the household. They work in fields, care for livestock, or care for younger brothers and sisters. The value of primary-school-age children was estimated in this study to be 135 rupees annually; the value of intermediate-school-age children was estimated at 672 rupees. This opportunity cost accounts for more than half of all schooling costs up to the 12th grade. Regression analyses were conducted on nineteen different characteristics relating to sibling position, sex, land owned, caste, income, parental education, attitudes and preferences, community characteristics, and so forth. The findings showed that the ability of a family to purchase labour-saving equipment and to absorb the costs of sending a child to school were major determinants of school attendance. Sex was also important: four times as many boys as girls attended school. However this ratio was much lower (3:2) in households in which both parents had attended school. The study results show that while more than two-thirds of all India's villages have primary schools, universal literacy may hinge more on economic reforms than on the presence of schools and teachers.

47. Thornton, J.E.C. Education in rural areas overseas. *Rural life* (New Barnett, Herts., UK, Institute of Rural Life at Home and Overseas), vol. 23, no. 3, 1978, p. 3-7, 13.

In this paper, delivered at the twenty-eighth Annual Conference of the Institute of Rural Life at Home and Overseas, held in London in June 1978, the author's comments are based on a series of personal experiences before and during his professional life. These are experiences which have helped to form the beliefs underlying advice which he has tendered to local education authorities, governments and other organizations which have asked for it. From these particular comments some generalizations are drawn, some remarks are made on non-formal and basic education and, finally, external aid, and particularly British participation, is commented upon.

48. Tissier, P. *L'éducation en Chine populaire.* Paris, Maspero, 1978. 234 p., bibl. (Petite collection Maspero, 209)

This book describes education in China from the first days of Mao Tse Tung until 1976. During this period an attempt was made to reduce the separation of urban and rural China, and chapters are included which deal with the situation in rural China; school hours were adjusted to suit those also participating in productive work; teachers were selected by the peasants; courses on agriculture, veterinary medicine, forestry, etc., were included, and there was no age limit for receiving basic education. The practice of sending young people to live in rural areas after completing secondary education is also described.

49. Toroka, S.R. Education rurale en Tanzanie. *Recherche, pédagogie et culture* (Paris, Association universitaire pour le développement de l'enseignement et de la culture en Afrique et à Madagascar), vol. 6, n° 31, 1977, p. 39-45.

In the village of Litowa children who had received some education usually refused to remain in the village and work on the land. The other villagers realized that the education system would have to be changed, and children are now taught in a way which prepares them for work in the village. The village community provides the additional teaching equipment required and members of the village teach agricultural and other rural skills. In this way it is hoped that village development may be assisted and migration prevented.

50. Unesco. *Education in a rural environment.* Paris, 1974. 64 p., bibl. (Education and rural development, 2) [Also published in French and Spanish] [ERIC microfiche ED 104 600]

Assuming that education and rural development must be correlated, this booklet defines the general thrust for rural education programmes in developing countries. The four sections are as follows: (a) general aspects of rural development; (b) pedagogical principles for community renewal; (c) education and development programmes; and (d) planning (research, finance and international co-operation).

51. Vălčeva, Draža. Săvremennoto săstojanie i perspektivi za razvitie na podgotovkata na kvalificirani rabotnici za selskoto stopanstvo v učebnite zavedenija na sistemata za profesionalno-tehničesko obrazovanie v Narodna Republika Bălgarija [Present situation and prospects for developing training for workers qualified for the needs of the rural economy in technical/vocational educational institutions in the People's Republic of Bulgaria]. *Professionalno obrazovanie* (Sofia, Ministerstvo na narodnata prosveta), god. XXVI, 11, noemvri 1978, p. 3-6.

Report from the Ministry of National Education of the People's Republic of Bulgaria presented at the seventh meeting of the leaders of the governmental bodies in charge of vocational technical teaching in socialist countries. The report mentions that the rural economy in Bulgaria is expanding steadily due to mechanization, automation, electrification, land improvement, industrial production methods, etc. In this context the concrete requirements of production assure mechanics working in agriculture of a broad technical and agricultural training as well as of greater general knowledge. Given the seasonal nature of rural work, there is a possibility of making full use of labour throughout the year on the basis of an individualized training. Major changes and trends shown in school curricula of a vocational technical nature, oriented to the training of skilled workers for the rural economy, are as follows: polytechnicalization of school curricula of a general educational nature; the identification and unification of elements making up the content of the school curriculum; theoretical and vocational training; improvement in schools of the quality and efficiency of school and educational work.

52. Wheelock, G.C. Educational needs projection and rural development. *Rural development research and education* (Auburn?, Ala., Department of Agribusiness Education, Alabama A & M University), vol. 2, no. 3, 1978, p. 8-11, bibl.

If rural American communities are to recover some of the human resources lost to the cities, and retain more of those they continue to produce, a concerted effort is required to match educational needs and resources to rural development efforts. A brief report is made of a survey of educational and rural development literature dealing with collaboration between educational institutions and rural communities. It is important to establish stronger links between research, school systems and community development.

C. PLANNING

53. Colombia. Ministerio de Educación Nacional. *Plan de desarrollo para el sector educativo: programa Colombia-PNUD-Unesco.* Bogotá, 1974. 490 p.

This document discusses the resolution of the seventeenth session of the Unesco General Conference in 1972 and the following subjects: planning of education; educational assistance; rural development; international co-operation; legislation of education. It includes statistical data and a bibliography.

54. Lombana Marino, A. *Evaluation of a rural development project in Colombia: critical analysis with methodological conclusions.* Paris, Unesco, 1976. 61 p., bibl. (SS.76/WS/14) [Unesco microfiche 77s0494]

This study deals with the methodology and evaluation of rural development projects in Colombia and in general terms with the National Development Plan. The means of achieving equal opportunities in the provision of education as well as the development of non-formal education and educational innovations are examined, with reference to basic education.

55. López de Ceballos, Paloma. *Methodological remarks concerning a participatory survey on basic needs in education: an example in Guatemala.* Paris, Unesco, 1977. 16 p. (SS.77/WS/12) [Also published in French and Spanish] [Unesco microfiche 78s0068]

Working document on the methodology of a sample survey carried out in the rural areas of Guatemala with a view to identifying basic educational needs.

D. STRATEGIES

56. Advanced-Level Workshop on Education for Rural Development. Preparatory Meeting, Jakarta, 1976. *Education for rural development: report ...* Bangkok, Unesco Regional Office for Education in Asia, 1976. 41 p.

57. Asheim, S. *Vindafjordprosjektet. Et forsøk med koordinert planlegging og utbygging av tiltak innenfor skole-, helse- og sosialsektoren* [The Vindafjord project. An experiment with co-ordinated planning and development of activities within the school, health and social sectors]. *In: Skolens årbok 1976.* Oslo, Tanum, 1976?, Columns 5341-60.

Vindafjord is a rural district in the county of Rogaland, situated near the sea, and with a population of approximately 4,500. Since 1972 the Vindafjord local authorities, with active participation of the inhabitants, have planned and developed four local centres, each consisting of a health clinic, a kindergarten and a nine-year comprehensive school. The centres should be utilized for cultural purposes as well, such as music, theatre, public library, meetings and spare-time activities. This article analyses the sociological and psychological processes involved in experiments of this kind, and the problems encountered in carrying out reforms where co-operation between different administrative sections at local, regional and central levels is necessary.

58. Botti, M.; Carelli, M.D.; Saliba, M. *Basic education in the Sahel countries.* Hamburg, Unesco Institute for Education, 1978. 130 p., bibl. (UIE, Monographs, 6) [Also published in French]

The first two chapters discuss basic education and the foundations upon which any action programme must be based. Chapter 3 outlines the logistics of putting basic

strategies into action. Subsequent chapters review the problems which are likely to arise once a plan is introduced. This study regards non-formal education for rural areas as a process which is not isolated from other activities but integrated in the development of a community. Two appendixes give case histories of similar studies and development plans which were worked out for Mali and Mauritania.

59. **Centro Boliviano de Investigación y Acción Educativas (CEBIAE).** *La escuela salvará al campo?* La Paz, 1976. 83 p. (Cuadernos debate, 3)

Summary of the pilot project of rural education in Cochabamba (Bolivia), implemented between 1976-80, which comprises the following educational programmes: primary education for about 62,000 educationally disadvantaged children; agricultural education at secondary level; and teacher education adapted to the needs of rural areas. On the basis of an analysis of the local socio-economic background, three types of educational needs have been identified: agricultural training in farmers' co-operatives to improve production; training in tropical cultivation for those who migrate to tropical zones; and vocational training in carpentry and masonry for those intending to migrate to urban areas. Because of high rates of withdrawal and failure in rural primary schools, priority is given to this level of education. In a first phase, the project will cover five educational complexes which will become central units for future expansion. An annual increase of 25 per cent is expected to reach all educational complexes of the province in five years. Information on estimated costs of the project and statistical tables on agricultural production are included.

60. **Cresin, Gabriela; Balint, D.** *Tineretul în procesul modernizării mediului rural si a agriculturii* [Young people in the modernization process of the rural environment and of agriculture]. Bucuresti, Centrul de cercetări pentru problemele tineretului, 1978. 120 p.

A research project was carried out by the authors on the contribution of young people to the modernization process in the rural environment and in agriculture. It underlines the role of schools in the education and training of new generations in the rural community. Mention is also made of the measures taken to ensure the participation of young people in productive agricultural work as well as of the polytechnic vocational training activities of the young specialists.

61. **Ellertsen, T.V.** Om et skoleforsøk i utkantstrøk [A school experiment in a rural area]. *Forskningsnytt*, 1977, no. 3, p. 25-6.

62. **Ellertsen, T.V.** *Rødøyprosjektet. Årsrapport 1975/76: Undervisning, samarbeid og sosiale tiltak. Vurdering av erfaringene etter ett års avviksordning* [The Rødøy project. Annual report 1975/76: Teaching, co-operation and social activities. Evaluation of the reform after one year]. Tromsø, Rødøyprosjektet, 1976. 21 p., annexes. (Rødøyprosjektet. Rapport, 3) [Mimeographed]

63. **Food and Agriculture Organization of the United Nations.** *Integrating population education in rural development programmes.* Rome, 1977, iv, 25 p.

The possible roles of rural development agencies in bringing population education to the countryside are discussed, mainly for the benefit of these agencies' policy-makers and administrators. Content and methodology are discussed in enough detail to interest staff trainers, technical specialists, producers of educational materials, and field supervisors of ministries and agencies involved in rural development. Working papers discussed at regional workshops (such as that reported below) form the basis of the publication. The aim is that rural families become aware of the implications of

present and future population situations for their well-being. Successive sections cover: (a) population education as programme content (definitions and scope, goals, relevance to rural development, and approach); (b) organizational and policy approaches; (c) methods of integration (three models: limited staff training; systematic training and limited field activities; and full integration); (d) training groups and curricula ((i) agency policy makers, administrators and planners; (ii) agency supervisors, trainers and technical specialists; (iii) agency field staff; (iv) rural people); (e) cases of integration: Programmes for Better Family Living, Kenya; Allahabad Agricultural Institute, India; Shabad Integrated Rural Development, Pakistan; the Agricultural Extension Service, El Salvador; the Samhang Nayon Rural Co-operatives Project, Philippines; and Home Economics Extension, Philippines.

64. Hegmo, A.; Solstad, K.J. The Lofoten project: towards a relevant education. *Scandinavian journal of educational research* (Oslo, Institute for Educational Research), vol. 22, no. 1, 1978, p. 10-45, bibl.

This article gives the background and purpose of the Lofoten project. Referring to the rural situation, the arguments for developing an alternative approach are outlined by pointing out the impact of a highly standardized education on rural communities and by stressing the advantages of locally relevant education for such communities. The article focuses on three aspects: local knowledge; the role of the researcher; and the problem of social change. The innovation process described includes development of teaching materials, teaching local knowledge, and a case study of one school. The dilemma of introducing participatory teaching into a social system which was established to produce almost day-to-day learning results is indicated.

65. Hegmo, A.M.; Solstad, K.J. *Lofotprosjektet: et opplegg for en skole tilpasset lokalsamfunnet* [The Lofoten project: a plan for a school adjusted to the local community]. *In: Skolens årbok 1974.* Oslo, Tanum, 1974? Columns 4475–94, bibl.

66. Hegmo, A.M.; Solstad, K.J. *Lofotprosjektet: intensjoner og utviklingsstrategi* [The Lofoten project: intentions and strategy for development]. Tromso, Universitetet, Institut for samfunnsvitenskap, 1975. 204 p., annexes, bibl. [Mimeographed]

The Lofoten project is an innovation programme based on action research which is being carried out in the Lofoten area of Northern Norway within seven comprehensive schools. The project, which began in 1973, has been developed by a group of research workers from the University of Tromso, in co-operation with school authorities at local and regional level, and teachers in the schools concerned. The basic assumption is that community life and activities in rural areas can be strengthened by means of an education system which reflects the local and regional situation—socially, culturally and economically. Thus, the work may be viewed as an aspect of general regional planning as well. The central themes are development of a curriculum which reflects the way of life of the local community, participation of students in local work, and the turning of the school into a meeting place for students, teachers and local people.

67. Hegmo, A.; Solstad, K.J. Lofotprosjektet: videreføring og oppfølging [The Lofoten project: further development and follow-up] *In: Skolens årbok 1977.* Oslo, Tanum, 1977?, Columns 5715-5736, bibl.

68. Hegmo, A.; Solstad, K.J. Lofotprosjektet (I-II): en skole også for det lokale samfunn [The Lofoten project (I-II): a school meant for the local community]. *Forskningsnytt*, no. 3, 1977, p. 19-22; no. 5, 1977, p. 24-30, bibl.

69. Hooja, R. A futuristic model for rural and urban polyvalent education-cum-development centres. *Indian journal of adult education* (New Delhi, Indian Adult Education Association), vol. 37, no. 2, February 1976, p. 16-18.

A model for providing continuing education centres in order to bring learning opportunities to youth and adults in both rural and urban areas of India.

70. Institute for Social and Economic Change, Bangalore. *A study of responsiveness to development programmes from educational stimuli in rural areas.* Bangalore, 1977. 305 p.

The objective of this study was to find out to what extent educational background influences participation in rural development programmes in the state of Karnataka in India. One group of villages had adequate educational facilities with a high percentage of literates, whereas the other had minimum provision and a low literacy rate. Programmes examined ranged from housing, irrigation, social welfare schemes to rural extension, health and family planning, etc. Three stages of responsiveness were identified: awareness, interest and involvement. It was found that illiteracy does not prevent the rural population from participation in development programmes. In general, involvement is greatest for those people with *some* education although involvement does not keep pace with the level of education. Illiterate adults appear to be more interested in getting benefits. The benefits of the programmes were greater in the villages which had less educational opportunities.

71. Kaayk, J. *Education, estrangement and adjustment. A study among pupils and school leavers in Bukumbi, a rural community in Tanzania.* The Hague, Mouton, 1976. xv, 268 p., bibl.

The study forms part of an interdisciplinary research project in the Mwanza District of the United Republic of Tanzania which was aimed at an analysis of the actual and potential effect of primary education on local development in Bukumbi, a rural community. This book deals with: (a) the expectations of primary school pupils as regards their future; and (b) the actual conduct of school-leavers in rural life and work. Evidence from the study contradicts the previously popular assumption that pupils become alienated from rural society and that school-leavers are reluctant to assume roles in their home environment. Indeed, the findings show that, whereas estrangement from a pupil's past may accompany eight years of formal schooling and that later adjustment may often depend on real employment and migration opportunities, at the same time individual personality traits and social determinants are valuable predictors of school-leaver behaviour. Analysis of Tanzanian school-leavers, successful in coming to terms with life in a community offering them far more limited prospects for personal advancement than years of education had led them to hope for, suggests that primary schools have been failing to prepare youths for local leadership. In a final chapter, concrete proposals are formulated for experiments in education which might promote rural development.

72. Keller, E.J. Harambee! Educational policy, inequality and the political economy of rural community self-help in Kenya. *Journal of African studies* (Washington, D.C.), vol. 4, no. 1, 1977, p. 86-106.

Community self-help organizations, adapted from traditional communal structures, have been mobilized to provide secondary education on a self-help basis in Kenya's Harambee movement. The expectation that this mobilization of community based peasant organizations, in order to achieve national development ends, especially in the provision of educational opportunities, makes a positive contribution must at best be

qualified. The resulting pattern of secondary education is very uneven. Kenya's laissez-faire approach to secondary education could have disastrous long-range consequences unless an attempt is made to provide some solution to the growing problem of unequal distribution of educational opportunity. Educational policy makers must look beyond politico-economic aims. They must at least be able to co-ordinate the rate, distribution and quality of educational expansion if education and rural community organizations are to make effective contributions to national development.

73. Lallez, R. *L'innovation en Haute-Volta: éducation rurale et enseignement primaire.* Paris, Unesco, 1976. 107 p., bibl. (BIE Expériences et innovations en éducation, N° 21) [Egalement publié en espagnol]

An account of a reform in Upper Volta which complements primary school by instituting rural education of the unschooled. By 1973, the malfunctioning of primary schools in relation to national integration was very evident: an enrolment ratio of 11 per cent; some 35 per cent of these entrants dropping out after the fourth year with probable reversion to illiteracy; and a repetition rate which in effect meant that primary school certificates each involved a unit cost burden of eighteen pupil years for boys and twenty-five for girls. While social conditions stimulated urban immigration, prospects of urban employment even for certificate holders were very limited in this agricultural nation. To address the crisis, a new element was needed, neither in rivalry with primary schools nor meant to be a substitute for them. 'Rural education centres' (CER) had been introduced in 1961: these accepted children of 12-14 who wished to begin or recommence the primary cycle. The basic reform principle was to transform these into 'training centres for young agriculturists' (CFJA) and to create other centres in areas where primary school enrolments were low.

74. Ly, F. Mali: educational options in a poor country. *In:* Ahmed, M.; Coombs, P.H. *Education for rural development.* New York, Praeger, 1975, p. 217-48.

This one of the case studies dealing with the educational needs of rural youth in Mali, where extreme poverty impedes formal school systems. Faced with severe difficulties in providing primary education for its young, the Malian government since independence has been receptive to non-formal education programmes which might lead to a massive expansion of rural education for out-of-school youth and rural development. Organization and costs of such programmes are considered. Specific subjects covered include: functional literacy programmes; role of mass media in promoting literacy; community welfare; womens' education; non-formal agricultural training and programme co-ordination.

75. Malassis, L. Education for rural development: forms and strategies. *Prospects* (Paris, Unesco), vol. III, no. 2, Summer 1973, p. 219-30. [Also published in French and Spanish]

The author considers major topics related to the different forms of rural education: rural primary education; vocational training; agricultural training; education of women; the different forms of lifelong education; and teacher training. The specific roles of audiovisual aids for use in different types of training are discussed.

76. Peiris, T.K.J. *Experimental Pilot Project Integrating Education into Rural Development (EPPIERD): Pakistan. (Mission)* Paris, Unesco, 1979. 47 p. (FMR/ED/LAR/79/108); RP/1977-78/1.181.5/Technical report) [Unesco microfiche 79fr0187 (Restricted)]

77. **Petty, M.; Vera, R.; Tobin, A.** *Hacia una alternativa de educación rural (estudio exploratorio).* Buenos Aires, Centro de Investigaciones Educativas (CIDE), 1976. 62 p.

This study analyses the present state of information available on the alternative forms of rural education in Latin America and the close link between rural education, economic development and the participation of the community. Mention is made of production schools combining education and work and it is emphasized that these schools require a new type of teacher in keeping with their needs and characteristics.

78. **Podoski, K.** Sieć oświatowa na obszarach wiejskich [Educational network in the rural areas]. *Wieś współczesna* (Warszawa, Zjednoczone Stronnictwo Ludowe, Naczelny Komitet), rocz. 21, nr. 10 (248), 1977, p. 69-74.

Despite a growing trend towards central educational establishments in towns, there will still be some specifically rural educational problems. This article specifies some areas for attention which have arisen as a result of a long-term research project. Rural areas can benefit substantially from integrated units that combine cultural, educational and sporting functions. Public funds are urgently needed for new investment projects in urban development and a measure of adaptation is probably the most economic use of resources for rural educational development.

79. **Podoski, K.** Warunki realizacji reformy systemu kształcenia na wsi [Conditions for the implementation of the reform of the education system in rural areas]. *Wieś współudowe*, Naczelny Komitet), rocz. 20, nr. 8 (234), 1976, p. 60-6.

Demographic movements due to changes in industrial location, urbanization and restructuring of agriculture will result in changes in the age distribution of the population which will, in turn, affect educational reform. If equal opportunity is to be offered to rural as well as urban youth, then investment in a district pattern of education must take place, based on the ten-year school for general education. Modernization of existing facilities is the first pre-requisite; new investment should be directed to boarding schools when necessary, as well as living accommodation for teachers.

80. **Prada, A.** Towards a realistic approach to rural education. *Prospects* (Paris, Unesco), vol. viii, no. 3, 1978, p. 345-51. [Also published in French, Spanish, Arabic and Portuguese]

81. **Réunion d'experts sur les mouvements de population et systèmes d'éducation dans les pays sahelo-soudaniens, Dakar, 1975.** *Rapport final.* Dakar, Bureau régional pour l'éducation en Afrique, 197? 1 v.

82. **Reunión sobre la Aplicación de las Recomendaciones de la Conferencia de Ministros de Educación de Venezuela, Panamá, 1976.** *Informe final.* Santiago de Chile, Oficina Regional de Educación de la Unesco para América Latina y el Caribe, 1976. 83 p.

An evaluation of the efforts undertaken in particular in relation to: (a) democratization of education; (b) education in rural areas; (c) over-all renovation of educational systems; (d) regional co-operation and international co-operation for the development of education.

83. **Sanger, C.** *Project Impact: a progress report on Innotech Project Impact in the Philippines and Proyek Pamong in Indonesia.* Ottawa, International Development Research Centre, 1977. (IDRC-088e) [Published in English only]

A pilot project (Project Impact) is being conducted in rural areas in the Philippines and Indonesia to improve the delivery system of primary education. This report discusses: the drop-out problem; the role of Project Impact in community development and related community relations; and examines the use of modules (programmed instruction); changes in the physical layout of schools; evolution of community learning centres; role of the teacher; workings of the tutorial system.

84. Sher, J.P. *School-based community development corporations: a new strategy for education and development in rural America.* Cambridge, Mass., Harvard University, 1976. 221 p. [Thesis]

This thesis examines in detail a range of potential objectives, organizational patterns, government mechanisms, financing strategies and programmatic components for school-based community development corporations in rural areas of the United States. The over-all conclusion is that there is a reasonable basis for believing that such an institution can contribute to the resolution of major rural problems.

85. Taller sobre Necesidades Educativas Básicas de la Población Rural de Colombia, Bogotá, 1976. *Informe.* Bogotá, Unesco, Unicef, 1976. 112 p.

Together with other efforts to develop rural education in Colombia, this workshop was organized to examine educational programmes aiming at rural development. Programmes under study included: the project of educational complexes for integrated rural development; the programmes of non-formal education of Acción Cultural Popular (ACPO); the Popular Training Funds (INRAVISION); the distance education programme of the Javeriana University; the programme of the Colombian Agricultural Institute (ICA). Most of these programmes use educational media, particularly educational radio and various types of newspapers. Conclusions of the workshop stress the need for integrating formal and non-formal education activities and for training of a new type of rural teacher taking the role of community leader. Training programmes to reach the educational needs of a wide spectrum of educational agents have to be prepared.

86. Tamayo, G. *La nuclearización educativa: reflexiones sobre las experiencias de Colombia, Guatemala y del Peru.* Guatemala, Unesco, Proyecto Regional Red de Sistemas Educativos para el Desarrollo en Centroamerica y Panama, 1976. 40 p. (Documento técnico, no. 7)

An analysis of experiences with educational complexes in Colombia, Guatemala and Peru. After having organized rural schools into nuclei in 1960, the programme for integrated rural development in Colombia started to provide agricultural and primary education in 1973 for children and adults in community schools and other centres. The role of community leaders is played by rural teachers. In Peru, the educational reform sought to consolidate district schools into co-ordinated bodies governed by the educational policies of the community educational councils, under the supervision of a director appointed by the Ministry of Education. In Guatemala, the 'educational complexes for development' are administrative and technical units, responsible for rural education in one geographical area. All educational centres of this area are co-ordinated by a co-operative body. These complexes aim at providing education programmes and community education activities.

87. Tiller, T. *Arbeid med lokalt lærestoff i ungdomsskolen: en studie av undervisnings-organiseringen. Rapport fra Lofotprosjektet* [Working with local materials in lower secondary school. A study of curriculum, material and community contacts. Report from the Lofoten project]. Tromsø, Universitetet, Institutt for samfunnsvitenskap, 1976. 202 p., annexes, bibl.

88. Tiller, T. *Organisering av undervisning med lokalt og regionalt stofftilfang: erfaringer fra 'Lofotprosjektet'* [The organizing of teaching based on local and regional material: experiences from the 'Lofoten project']. Tromsø, Universitetet, Institutt for samfunnsvitenskap, 1975. 52 p., annexes, bibl. [Mimeographed]

Teachers need to be especially motivated in order to use local resources in the classroom. When adapting traditional teaching materials they encountered a number of problems. They felt it would be of great value to have detailed suggestions for using local resources in and outside the classroom, as well as lists of supplementary literature and inventories of the more specific resources in the local community.

89. Tuckwell, Sue. Somalia's rural development campaign. *Ideas and action* (Rome, FFHC/Action for Development, FAO), no. 119 (7), 1977, p. 5-9. [Also published in French and Spanish]

The Somali Rural Development Campaign of 1974 included census-taking, animal and human health drives and literacy teaching. The teachers were young people from high schools who worked together with local officials and health teams. In the course of the health programme the doctors were impressed by the medical skills of the local people and research was carried out into folk medicine and the use of herbs. The literacy programme was largely successful although there was a shortage of textbooks and follow-up reading. The programme ended in 1975 and it was felt that it had developed a new attitude of mutual respect between urban and rural people.

90. Unesco. *Rural press in Africa: dialogue between cities and villages. (Document prepared by the Secretariat on the basis of consultant's reports).* Paris, 1978. 38 p. (CC.78/WS/48) [Paper presented to the African Council on Communication Education Meeting, Dakar, 1978] [Published in English only]

91. University of the South Pacific. Institute of Pacific Studies. *Education for rural development: the Tutu experiment and its relevance for the Pacific.* Suva, Fiji, 1977. 81 p., bibl.

This document is a composite work which describes the training of young men, within the framework of a community. Based on religious values, they are trained to become rural development workers. The types of courses offered and their success or failure are described in the first part. The principles which underlie the training schemes, the different institutional modes, the types of students and staff are then re-examined in the context of wider schemes for rural development which apply to the whole of Oceania. One theme which is particularly stressed is that of conscientization or the need for rural people to become aware of the socio-economic strengths and obstacles within themselves and their own environment. Narrowing the gap between institutional educational processes and extension services is seen as of paramount importance to attaining goals of successful rural development.

II. Development planning

A. PLANNING FOR SOCIO-ECONOMIC DEVELOPMENT

92. Curso de Planejamento e Administração da Educação para o Desenvolvimento Integrado das Areas Rurais, II, Garanhuns (PE), Brazil, 1977. *Proposta preliminar de um plano educational para a zona rural da região do Agreste Meridional, 1977 a 1982.* Vol. I e II. Brasilia, Ministerio de educação e cultura, Secretaria geral, 1977. 2 v.

93. European Workshops of Fontevraud on 'Environment and Culture: the Rural Society', 1978. *Seminar 2: The role of services in maintaining the rural environment/ Le rôle des services dans le maintien du milieu rural.* Paris, Groupe de recherche pour l'éducation permanente (GREP), 1978. 30 p.

94. Haider, M. *Planning population education as a component of development policy.* Ann Arbor, Mich., School of Education, University of Michigan, 1977. 20 p., bibl.

This paper is intended for educational and other development planners who may not be aware of the implications of population policy. It examines the conceptual relationship between development and population education and discusses it in the context of socio-economic needs for a better quality of life. Its main contention is that the nature of the population education message and its effects on reducing fertility depend largely on the level and structure of socio-economic development. Effective policy making ought to include plans to build institutions designed to service human groups affected by socio-economic development and its demographic component—population change. Such policies are needed at community, regional and national levels. It seems logical to integrate population education into other educational programmes and/or social services in such areas as health, nutrition and employment training, especially in rural areas. Population strategies can be grouped in two main classes: (a) those which have a direct or 'instrumental' effect versus those which have an indirect or 'feedback' effect; (b) those which primarily affect people's fertility—relevant motivations—versus those which primarily affect their fertility-relevant actions. The ethical problem of how best to secure social intervention in family social systems may best be resolved through client involvement.

95. Hind, I.W., Estimates of cost functions for primary schools in rural areas. *Australian journal of agricultural economics* (Armidale, N.S.W., Australian Agricultural Economic Society), vol. 21, no. 1, 1977, p. 3-25, bibl.

Rural depopulation has put in question the economic viability of many rural educational institutions. This paper discusses a number of important conceptual issues that need to be considered when examining the economics of schools. Measurement of educational output in particular is very difficult. Some estimates are presented of cost functions for rural primary schools in New South Wales. The approach combines conventional statistical methods of deriving cost functions with synthetic procedures based on the technology of schooling. It is found that economies and diseconomies of size do exist with respect to certain costs, but it is not clear whether savings can be realized from consolidation of schools, due to extra costs resulting from the transportation of pupils.

96. Perú. Ministerio de Educación. Dirección General de Educación Básica Regular y Especial. Dirección de Programas Especiales. Unidad de Servicios y Programas Especiales. *Guía de trabajo: Cómo conducir proyectos de producción de Educación Básica Regular en zonas de frontera y áreas rurales.* Lima, 1978. 1 v.

Work guide written to assist those who are responsible for the design and implementation of production projects. This document or work guide is very readable and contains a series of questions and answers.

97. Picard, L.A. *Rural development in Botswana: the district administration and the creation of District Development Committees, 1966-1973.* Gaborone, National Institute for Research in Development and African Studies, Documentation Unit, 1977. 55 p., bibl. (Working paper, no. 14)

98. Secco, L. *Programación de espacios físicos para la educación en el medio rural.* Santiago de Chile, Oficina Regional de Educación de la Unesco para América Latina y el Caribe, 1978. 20 p. (Estudios sobre: una metodología de planificación de la educación para el desarrollo integrado de las zonas rurales, 1)

99. Seminario Regional de Especialistas en Dinámica de Población y Planificación de la Educación, Santiago de Chile, 1975. *Conclusiones de la 2a Reunión Latinoamericana sobre Población.* Santiago de Chile, Oficina Regional de Educación de la Unesco para América Latina y el Caribe, 1975. 25 p.

This project analyses the impact of population problems on educational development with particular reference to Latin America and the Caribbean. It refers specifically to problems of rural education, education for migrants, family education, population education, consumer education and nutrition education and places them within the context of development.

100. Sireau, A. *Notas sobre las proyecciones de población por edades y sexos para áreas abiertas a nivel subnacional con aplicación en el Departamento de Solola.* Guatemala, Ministerio de Educación, 1975. 175 p. (CPER/Metodol/5) [Documento presentado al Curso Latinoamericano sobre el Planeamiento y la Administración de la Educación para el Desarrollo Integrado de las Zonas Rurales, Guatemala, 1975]

This document consists of a study on population projects in the department of Solola in Guatemala. It includes sections on; (a) population projects; (b) dynamics of population; (c) educational planning for rural areas; and (d) statistical data on Guatemala.

101. Twun-Barima, K. *The genesis of integrated rural development.* Legon, University of Ghana, Institute of Statistical, Social and Economic Research, 1978. 53 p. (Technical publication series, no. 36)

B. TRAINING FOR PLANNING

102. Ahmed, M. The planning crisis and the limitations of external aid. *Prospects* (Paris, Unesco), vol. VII, no. 2, 1977, p. 195-203. [Also published in French and Arabic]

103. German Foundation for International Development. *The support of basic education in developing countries: a statement.* Paris, Unesco: International Institute for Educational Planning, 1975. 8 p. (IIEP/S36/14) [Paper presented to the IIEP/SIDA Seminar on 'The Planning Problems in Rural Education', Paris, 1975] [Also published in French]

The idea is promoted that donor foundations should support research projects in developing countries, particularly in the area of basic training. It explains the importance of research in identifying learning needs of students in respect to their environment. A description of a research project conducted in English-speaking parts of the United Republic of Cameroon in the area of rural education is given and various kinds of research methodology are explained. Other issues raised by the paper are how education can be integrated into rural development projects and the use of formal and non-formal education facilities in such development.

104. Guatemala. Ministerio de Educación; Unesco. Oficina Regional de Educación para América Latina y el Caribe. *La cartografía como herramienta de la planificación en zonas*

rurales. Guatemala. 1975. 20 p. (CPER/Metodol/11) [Documento al Curso Latinoamericano sobre el Planeamiento y la Administración de la Educación para el Desarrollo Integrado de la Zonas Rurales. Guatemala, 1975]

Document on educational planning for the integrated development of rural areas. It refers specifically to the use of map-making as a planning tool in rural areas.

105. Guatemala. Ministerio de Educación; Unesco. Oficina Regional de Educación para América Latina y el Caribe. *Instrumento y metodología para el análisis cualitativo de la educación en una zona rural.* Guatemala, 1975. 74 p. (CPER/Metodol/6) [Documento presentado al Curso Latinoamericano sobre el Planeamiento y la Administración de la Educación para el Desarrollo Integrado de las Zonas Rurales, Guatemala, 1975]

Prepared for a course on educational planning for integrated rural development in Latin America, this guide presents evaluation methods for the assessment of educational quality in rural education. Five main aspects have to be taken into consideration: (a) contribution of education to development in rural areas; (b) curriculum development suitable to a specific region; (c) educational resources; (d) specific educational administration such as adaptation of school calendars to rural work; and (e) teacher role. The guide provides five series of questionnaires aimed at the quantification of different indicators in each of the above listed aspects, as well as methodological suggestions for data analysis.

106. Unesco. Oficina Regional de Educación para América Latina y el Caribe. *Algunos alcances sobre el planeamiento curricular en las zonas rurales.* Santiago de Chile, 1976. 25 p. (CNDRI/1 Série Brasil)

This methodological document was prepared for the course on educational planning and educational administration for integrated rural development held in Brazil in 1976. Integrated learning processes, as required for educational quality in rural areas, have to overcome the deficiencies of memorization-oriented curricula which result in student boredom and failure. Equally, the school structure produces uniform student behaviour, restraining their creativity. School programmes do not take sufficient account of the social environment. Rural children have sufficient problems, interests and needs to permit the design of a complete and new school. The construction of flexible and experience-based learning units is suggested, focusing on individual and collective interests of the students.

107. Unesco. Oficina Regional de Educación para América Latina y el Caribe. *Educational planning methodology for the integrated development of rural areas.* Santiago de Chile, 1979. 90 p., bibl. [Complete edition in Spanish] [Unesco microfiche 79r0124]

This methodological document was prepared for a course on educational planning and educational administration, dealing with the relationship of education to integrated rural development in Latin America. Within the context of the socio-economic background, it provides a survey of rural education in the region with data on educational wastage. The section on educational strategies deals with planning and administration, educational personnel, mass media, the need for multisectoral action, and the participation of rural communities.

108. Unesco. Oficina Regional de Educación para América Latina y el Caribe. *Elementos básicos para la programación del desarrollo de la educación rural: metodología para la investigación de las necesidades en educación dentro del concepto de desarrollo integrado de las zonas rurales.* Santiago de Chile, 1976. 95 p.

Prepared for the course on educational planning and administration for integrated rural development held in Brazil in 1976, this document offers guidelines for the analysis of social, economic and cultural factors in rural areas. Different graphical models are proposed, defining this conception of rural development and dealing with the constraints to formal education. The educational needs of rural communities are assessed. In addition, a series of models allows an analysis of data in order to design an education system.

109. Unesco. Oficina Regional de Educación para América Latina y el Caribe. *Notas para una metodología de planificación de la educación para el desarrollo integrado de las zonas rurales.* Santiago de Chile, 1978. 424 p., bibl. (Serie TRMPEAR/5) [Documento presentado al Taller Regional sobre Metodología del Planeamiento de la Educación para el Desarrollo Integrado en Areas Rurales, Brasilia, 1978] [Summary published in English]

A summary of some planning methodologies tried out in several Latin American countries during the workshops organized by the Unesco Regional Office for Education in Latin America and the Caribbean, in collaboration with various countries. The document consists of: (a) the broad outline of educational planning for integrated rural development; (b) the methodology for the analysis and diagnosis stage; (c) the methodology for the transformation of the educational structure; (d) the programming methodology; (e) implementation strategies. The appendixes include some supporting tools.

110. Unesco. Oficina Regional de Educación para América Latina y el Caribe. *El proceso de la planificación de la educación rural: algunos alcances metodológicos para la formulación de una estructura educational adecuada a la situación específica de una zona rural.* Santiago de Chile, 1976. 44 p.

Educational planning for integrated rural development in Latin America is broken down into steps: analysis of the rural areas; formulation of appropriate educational aims; hypotheses for structural changes; methods for ensuring community participation; and programme design. The linkage between these elements is shown graphically.

111. Valbuena, F.M. *Perceptions of citizens and authorities about rural education in Boyaca, Colombia.* Urbana-Champaign, Ill., University of Illinois, 1976. 161 p. [Thesis]

The purpose of the study was to collect data from citizens and authorities of Boyaca on three questions: (a) How much knowledge do citizens and authorities have about their local rural schools? (b) What are the attitudes and opinions about them? (c) What expectations do they hold for their local rural schools? The findings suggest that the quality of education provided is perpetuating the traditional culture by playing the role of 'passive cultural agent' rather than that of innovative institution. The results also indicate that education is not contributing in an appreciable way to the socio-economic development of Boyaca.

C. ADMINISTRATION, EVALUATION AND MANAGEMENT

112. Advanced-level Workshop on Education for Rural Development, New Delhi, 1977. *Managing education for rural development: report.* Bangkok, Asian Centre of Educational Innovation for Development, Unesco Regional Office for Education in Asia, 1977. 71 p.

The objective of this workshop was to provide participants with an opportunity to formulate guidelines for strengthening their national capacities for innovation in rural education programmes. The following themes were studied in relation to relevant government policies and significant experiences which have a transfer value: (a) identification of real community needs with participation of community members and the drawing up of inventories of existing and potential resources; (b) educational trends, problems and strategies for rural development; (c) the need for national inter-agency co-ordination and planning; (d) the role and functions of change agents who might be teachers, extension workers, village or religious leaders and who can significantly contribute to the mobilization of human resources at the village level; and (e) the leadership training of these agents.

113. Bennett, L. *Education for rural development: the attempts of many countries.* Paris, Unesco, Division of Educational Policy and Planning, 1977. 16 p. (ED.77/WS/95) (Reports and studies on educational policy and planning; S.41) [Unesco microfiche 78s0145]

114. Bennett, L. *Programming education for a better quality of life for all.* Paris, Unesco, Division of Educational Policy and Planning, 1977. 44 p. (ED.77/WS/113) (Reports and studies on educational policy and planning, S.44) [Unesco microfiche 78s0139]

A working paper on planning for rural education in developing countries, outlining a scheme for improvement in rural areas through an education system based on community participation. It discusses the implementation of community centred mass education, mentioning curriculum planning, the teacher's role and educational supervision. A section is devoted to the need for greater relevance between secondary and higher education and manpower needs.

115. Brasil. Ministério da Educação e Cultura. *Metodología de planejamento de educação para o desenvolvimento integrado das areas rurais.* Santiago de Chile, Oficina Regional de Educación de la Unesco para América Latina y el Caribe, 1976. 269 p.

This document deals with the marginality and dependence of rural areas and describes their education systems. It points out that educational planning for integrated rural development necessitates structural, social and economic reforms. The study is divided into five parts: (a) bases for educational planning for the rural environment; (b) analytical methodology; (c) programming methodology; (d) bases for participatory planning; (e) strategy for the implementation of the plan. It contains an extensive bibliography on the subject.

116. Clarlo, F.J.; Vasena, J.E.; Amadeo Lastra, J. *Control de gestión en centros agrícolas de la República Argentina.* Buenos Aires, Ministerio de Cultura y Educación, Dirección Nacional de Educación Agropecuaria, 1976.

This is a working document presented by the Ministry for Culture and Education of the Argentine Republic by means of its National Department for Farming Education at the meeting which it sponsored together with the Inter-American Research and Documentation Centre for Vocational Training (CINTERFOR) in Montevideo in 1976. This document describes in detail the Management Control System used by the National Department for Farming Education in the institutes under its authority. At the same time it describes the teaching plan, which consists of planning follow-up and control of pupils' work in the various sections of each farming education institute. It ends by analysing the activity of the Co-operation Associations which actively participate in the over-all development of the process which is the aim of this study.

117. Coombs, P.H. *Education for rural development: some implications for planning.* Paris, Unesco: International Institute for Educational Planning, 1975. 26 p. (IIEP Seminar paper, no. 20) [Also published in French] [ERIC microfiche ED 135 532]

This paper examines the implications for educational planning of recent studies by the International Council for Educational Development on rural education. The author believes that the educational planning practices which have been used over the years must be reoriented to serve the new strategies of integrated rural development being adopted by developing countries. In the past, educational planning has concentrated on formal schools. This paper explains other forms of education such as informal and non-formal education, and advocates that they be integrated with the formal education system to provide a total package which satisfies the learning needs of a rural population.

118. Coverdale, G.M. *Planning education in relation to rural development.* Paris, Unesco: International Institute for Educational Planning, 1974. 37 p. (Fundamentals of educational planning, no. 21) [Also published in French] [ERIC microfiche ED 104 599]

Assuming that schools, colleges, and adult education programmes cannot alone produce significant rural improvement in developing nations, this booklet presents an argument for an educational policy that is part of a total planned rural policy and that incorporates an indirect rural bias. It is argued that if education with a rural bias is to be acceptable to parents and to children, it must not come as part of a drive to keep people on the land against their will; rather, it should be a gentle innovative but co-ordinated effort at comprehensive rural development which utilizes rural teachers, trainers, and extension workers as key factors in a total rural development programme aimed at an industrialized and modernized cash economy. Citing the input of new knowledge as the most productive of all investments to be made in an agricultural economy, this booklet addresses an imagined 'norm' in a developing country and presents general rural education principles which are illustrated via a multidisciplinary approach and examples in general, vocational, extension, and adult education and teacher training. General recommendations call for manpower planning, international exchange of ideas, and co-ordination efforts under a centralized rural education agency.

119. Griffiths, V.L. *The problems of rural education.* Paris, Unesco: International Institute for Educational Planning, 1968. 38 p., bibl. (Fundamentals of educational planning, no. 7) [Also published in French]

120. Iglesias, E.A. *Administración de las escuelas agrotécnicas de la República Argentina.* Santiago de Chile, Oficina Regional de Educación de la Unesco para América Latina y el Caribe, 1978. 48 p., bibl. (Estudios sobre: Administración de programas educativos con componente productivo, 2)

Report on the administration of agricultural vocational schools in Argentina. In this country any secondary technical school specializing in farming education is called an 'agrotechnical school'. The curricula in these schools generally consists of two cycles of three years each. The pupils who complete the basic cycle graduate as experts in various fields (cattle raising, farming, agricultural mechanics, etc.). Those who complete the advanced cycle graduate as agronomists with the same specializations.

121. Jornadas de Capacitación y Educación Agropecuaria de Nivel Medio, Buenos Aires, 1978. *[Documento informativo]* Buenos Aires, Ministerio de Cultura y Educación, Dirección Nacional de Educación Agropecuaria, 1978.

Information document on subjects developed at the Intermediate Level Farming Training and Education Fair in November 1978 and promoted by the National Department of Farming Education which is a sub-section of the Ministry of Culture and Education in Argentina. The document includes a description and general evaluation of the advantages of farming education.

122. Maljojoki, P. *Nuorten keskiasteen koulutukseen ohjautuminen ja valikoituminen Pohjois-Karjalassa vuonna 1975: oppilaiden ohjausjärjestelmätutkimus.* [Direction and selection of young people in middle-level education in Northern Carelia in 1975: a pupil guidance system study. First report]. Joensuu, Finland, Department of Pedagogics, University of Joensuu, 1978. (Publication 3)

The aim of the study was to produce information serving the general planning of middle-level education, the development of pupil guidance in comprehensive school and middle-level education, and the development of regional selection procedures for specializations in middle-level education, as well as the renewal of the selection criteria. Information on pupils' choices for middle-level education was gathered in Northern Carelia in the spring of 1975 using the application cards and the applicant register, together with an inquiry made of the pupils. The results show that there are great differences in the choice of young people for middle-level education according to their home region. Variance in pupils' choice could be explained, in general, by comparison with the home community, the educational background and the parents' occupation. The clearest influence was the home community. The conclusions and recommendations emphasize that the development of regional joint selection procedures is closely related to raising the standard of comprehensive school instruction and the development of pupil guidance. The question is not only about the selection of the appropriate criteria but also of their further development.

123. Seminario sobre Ejecución y Evaluación de Planes Educativos, Songos, Lima, 1978. *[Informe].* Lima, Centro Nacional de Capacitación e Investigación para la Reforma Agraria, 1978.

This document sets out the different actions discussed in the seminar on the implementation and evaluation of educational programmes which took place in Songos (Lima) in April 1978 and which was geared to the heads of education committees in the Campesino Company Headquarters and to agricultural employees who advise these companies on how to draw up and implement educational programmes. The subject of the seminar was the organization of training courses on teaching methods, organizational aspects and criteria for the evaluation of educational actions. The document serves as a guidebook for the implementation of educational actions.

124. Unesco. Oficina Regional de Educación para América Latina y el Caribe. *Metodología de planificación de la educación para el desarrollo integrado de las zonas rurales.* Santiago de Chile, 1977. 128 p.

This document deals with the search for new modalities and new methodological instruments for educational planning with a view to meeting the requirements of the rural environment. The results of experiments in Argentina, Guatemala and Brazil are analysed as are the problems of marginality and dependence and the need to adapt the educational sector to the actual situation in the rural areas. Emphasis is laid on the present centralized system and the lack of participation on the part of communities in the educational planning process.

D. INNOVATIONS, STRATEGIES AND MODELS

125. Bennett, N. Education for rural development: the attempt of many countries. *Literacy discussion* (Tehran, International Institute for Adult Literacy Methods), vol. VI, no. 3, Autumn 1975, p. 21-42. [Also published in French]

A new system of education is required designed to solve problems facing rural areas in developing countries. Guidelines for functional literacy systems in favour of rural development are presented from China, Cuba, Thailand, the United Republic of Tanzania and Upper Volta.

126. Buddelmeyer, A.; Heinink, M.; Munting, P. *De betekenis van het onderwijs voor de rurale ontwikkeling: case study Tanzania* [The contribution of education to rural development: case study of Tanzania] Groningen, Netherlands, Faculteit der sociale wetenschappen, Instituut voor onderwijskunde, 1975. 114 p.

The paper discusses the contribution of education to rural development and agrarian reform. A case study from the United Republic of Tanzania analyses the role of educational planning in development, the connection between the principle of community development and the educational structure, and gives examples of formal and non-formal education.

127. Haque, M. *Rural education in Bangladesh: problems and prospects.* Paris, Unesco: International Institute for Educational Planning, 1975. 27 p. (IIEP Seminar paper, no. 23) [Published in English only] [ERIC microfiche ED 135 535]

As a land of extreme rural poverty and illiteracy, Bangladesh needs to promote, develop and support local institutions and participatory leadership, involving local people in the planning, development and implementation of developmental policies. Begun in 1959, the Comilla Experiment constitutes the rationale for institutional planning, emphasizing local planning participation via local organizations, governments, and co-operatives working with governmental agencies that supply training and materials. Depending heavily upon systematized non-formal training programmes, the Comilla Experiment identified, trained and educated natural rural leaders to act as change agents. Bangladesh's formal education system has traditionally emphasized the humanities, producing 'gentlemen' contemptuous of labour and virtually unskilled. As the biggest institutional framework in Bangladesh, the formal school system has a great potential for providing basic education at the primary level and for 'vocationalizing' secondary education. However, the immediate needs of literacy and production suggest that Bangladesh should focus upon strategies directed towards specific priorities in non-formal education including: multi-sectoral community action programmes; decentralized planning and implementation; a national policy to co-ordinate activities; integrated development; self-reliant financing; maximum use of existing institutions and resources; research and evaluation.

128. Instituto Colombiano de Pedagogía. Centro Nacional de Documentación e Información Pedagógica. *Experiencias educativas en el medio rural colombiano.* Bogotá, Imprenta Nacional, 1972. 51 p., bibl. (Serie divulgación, N.º 2)

129. Perú. Ministerio de Educación. Dirección General de Educación Básica Regular y Especial. *Documento de trabajo: Proyecciones para el III ciclo de Educación Básica Regular en las áreas rurales y zonas de frontera.* Lima, s.f. 1 v.

In order to implement the third basic education cycle in rural areas and frontier zones, the Peruvian Ministry of Education has set up educational centres based on the

principle of study/work/production, pooling all the efforts of the sectors which are working towards the socio-economic development of the rural environment in Peru. There has been a move to organize real educational communities to which everyone contributes what he can. With a view to implementing these educational centres which are to cater for the first, second and third cycles (nine grades), the Department for Teacher and Special Basic Education has prepared this working document in which it lays down a set of guidelines to this end.

130. **Regional Workshop on Educational Innovations for Rural Development and Teacher Training in Africa, Dar-es-Salaam, 1978.** *Educational innovations for rural development in Africa:* summaries of thirteen country reports on projects considered for inter-project visits during the NEIDA Regional Workshop . . . Dakar, Unesco Regional Office for Education in Africa, 1978. 26 p.

This document contains the essential features of innovative projects presented at the workshop from Benin, Burundi, Ethiopia, Guinea, Kenya, Lesotho, Madagascar, Mali, Nigeria, Senegal, Sierra Leone, the United Republic of Tanzania and Upper Volta. These projects could initiate similar activities in other countries. The workshops encouraged the exchange of experience on structures, methods, management, etc., as well as providing an opportunity to arrange inter-project visits and attachments for project staff.

131. **Rødøy kommune.** *Plan for forsøk med desentralisert 1-9 årig skole* [Plan for an experiment with decentralization of grades 1-9]. Rødøy, 1976. 19 p. (Rødøyprosjektet. Rapport, 1) [Mimeographed]

132. **Unesco. Oficina Regional de Educación para América Latina y el Caribe.** *Conclusiones y recomendaciones del Taller final 'Guatemala'.* Santiago de Chile, 1975. 26 p. [Unesco. OREALC. Proyecto RLA/70/507]

This document reproduces the conclusions on educational planning for rural development, regional plans and educational strategies in Honduras, Guatemala, Costa Rica, El Salvador, Nicaragua and Panama.

133. **Unesco. Oficina Regional de Educación para América Latina y el Caribe.** *Resultados del primer encuentro con la comunidad.* Santiago de Chile, 1975. 15 p. (Unesco. OREALC. Proyecto RLA/70/507. Documento de trabajo)

This document contains a study on educational planning in the rural environment and in particular the participation of the rural community in Guatemala.

III. Adult education

A. GENERAL CONSIDERATIONS

134. **Adams, R.E.C.** *A comparative analysis of adult education in selected rural counties and administrator's perceptions of its role and scope.* Tallahassee, Fla., Florida State University, 1978. 139 p. [Thesis]

This exploratory study aims to determine the extent to which public adult education programmes of selected rural schools in Alabama, Florida and Georgia meet the educational needs of adults. Faults were found in both course administration and instruction. Staff were not always sufficiently qualified and a greater diversity of teaching materials and aids should be available.

135. Adult education in Asia. *Adult education and development* (Bonn, German Adult Education Association, Department for International Cooperation), no. 11, 1978, p. 71-88.

A new policy statement on adult education from the Indian government. Highest priority is given to eradicating illiteracy, especially among underprivileged groups, and to programmes designed for special needs. Implementation of education programmes needs to be decentralized. An article by K.T. Koroi on the Pacific Women's Association describes the example of the rural community learning centres of New Caledonia (Maisons familiales rurales). Short extracts are taken from the reports of the South Pacific Commission's 'Regional Planning Conference on Adult Education in National Development' held in Noumea early in 1978, highlighting such features as the role of adult educators in planning, training for a livelihood in rural areas, formal and non-formal education, and community based training.

136. Akhtar, J. Ta'aleem-i-balighan [Adult education]. *Nawa-i wagt* (Rawalpindi), June 3, 1977.

Nobody can deny the need and importance of adult education in a country like Pakistan, where the percentage of literacy is lamentably low. Three-quarters of the population lives in villages, mainly engaged in agriculture or cottage industries; nearly all of them are illiterate. Many ambitious plans have been formulated to eradicate illiteracy, but no tangible results were achieved. It is proposed to set up small institutions in every village and to make arrangements for educating the adults during their leisure hours; usually before sunset. Primary teachers would carry out this task, receiving extra pay. Books and stationery would be distributed free of charge to the adults.

137. Akhtar, N. Ta'aleem-e-balighan kay marakaz [Centres of adult education]. *Imroze* (Lahore), Pakistan, October 6, 1976.

The provincial Works Council of Punjab has decided to open 10,000 adult education centres. This will cost 5 million rupees. These centres will cater for 185,000 adults, including 50,000 women. Over the last thirty years efforts have been made to popularize adult education, but with practically no results. The reason is not far to seek: ineffective planning. Furthermore, no attempt has been made to exploit the existing infrastructures of mosques, primary schools, radio and television.

138. Alkio, O. Rural areas and adult education. *Adult education in Finland* (Helsinki), vol. 13, no. 2, 1976, p. 3-7.

Following a brief discussion of the development of adult education in Finland and the educational apathy of rural areas, this article demonstrates the possibilities that were opened up for the rural population by the work of the Adult Education Committee.

139. Amarstunga, C.M. *The rural adult learner: a crosscultural analysis of educational delivery systems in Ghana and Sri Lanka.* Toronto, Canada, University of Toronto, 1977. 1 v. [Thesis]

This study explores the effect of a number of economic, demographic, psychological, social and communication factors upon the attitudes of rural adults participating in university-based non-formal education programmes in Ghana and Sri Lanka. When these factors were examined and juxtaposed it became evident that the variation in the findings stemmed to a great extent from cultural diversity, with only fatalism being related to participation in education in both countries. Educational planners should move away from the totally economic model of rural development and move towards learner-centred programmes. Efforts should be made to learn and understand more about the indigenous learning systems of developing countries and to find ways to integrate the local resource pool of skilled people into development strategies.

140. Araujo, J.E. *Educación de adultos y empresas comunitarias en el desarrollo rural.* San José, Instituto Interamericano de Ciencias Agrícolas, 1978.

A paper presented to an international technical conference on adult education and community enterprises in development, held in San José, Costa Rica, July 1978. A study is made of the main problems of adult education in rural Latin America, and the role of community or group farming in education and rural community development. It is concluded that the improvement of rural living and working conditions is directly related to the restructuring of small family farms into community farms with better production and marketing resources. Adult education is very important, both to enable farmers to establish efficient community farms, and as a valuable aid to general community development.

141. ʿAṭāʾ Allah, Ṣ. aṭ-Ṭawra al-ḫaḍarāʾ wa-ăt-taḥīṭ li-taṭwīr at-taʿlīm ka-ğuz' min at-tanmiya ar-rīfiyya [The green revolution and educational development planning as part of rural development]. *ar-Rāʾid* (al-Qāhira), 23rd yr., no. 2, June 1978, p. 6-8.

Following an introduction on the population explosion and its bearing on education, the writer describes the prospects of the green revolution. Rural development plans should assist in achieving social, political and economic objectives. Education has a role in bringing about speedy reforms in rural regions and in realizing the aims of development plans. In this connection, he recalled the interest shown by the fourth Arab Ministers of Education Conference in educational reform as a prerequisite for realizing full employment and rural development. At present, the Egyptian Ministry of Education is trying to achieve unified entry of an age cohort into primary schools by 1980/81. The reasons for non-attendance and drop out in primary schools are explained; one- and two-class schools have been instrumental in eliminating these problems. Finally, the author discusses the basic education schools which are designed to link education to the environment and productive activities. Basic education should be even more closely connected with rural life.

142. Bakker, G., y col. *Cinco brigadas para el desarrollo rural: una investigación. Factores internos y externos que influyen el funcionamiento de las cinco brigadas para el desarrollo rural del estado de Guanajuato.* México, Dirección General de Educación para Adultos, 1978. 1 v.

143. Bhatti, A.G. Ta'aleem-e-balighan [Adult education]. *Mashriq* (Karachi), February 19, 1975.

More than eighty per cent of the Pakistani population lives in villages and 95 per cent of the villagers are illiterate. The government has taken up the task of providing educational facilities to all children, but more attention needs to be paid to educate the adults and reduce the percentage of illiteracy in the country. Experienced and able

teachers should be posted in all the centres opened for adult education. Seminars and discussions should be held in the villages for the benefit of the adults using regional languages to arouse interest for reading and writing. Subjects for these discussions and seminars should be related to the daily life of villagers. A few centres for adult education have already been opened in villages, but their number was too small to bring down the percentage of illiteracy.

144. Bowers, J. Functional adult education for rural people: communication, action research and feedback. *Convergence* (Toronto, Canada, International Council for Adult Education), vol. X, no. 3, 1977, p. 34-42. [Summary in French and Spanish]

This paper examines the communication component of adult education and offers suggestions for improving the quality of communication in rural areas. The paper was prepared for the International Conference on Adult Education and Development held in Dar es Salaam, June 1976. An exchange of dialogue rather than traditional education, i.e. two-way rather than one-way communication, is considered vital in rural education and for this reason it is necessary to have clarification and co-ordination of all groups concerned in the process: policy makers; extension workers; technologists; and, in particular, the target audience. Action research while the communication process is underway is essential if communication quality is to be improved.

145. Cabrera Gaete, R. *Popular Cultural Action and its teaching methods.* Paris, Unesco, Division of Methods, Materials and Techniques, 1976. 35 p. (ED.76/WS/70) [Also published in French and Spanish] [Unesco microfiche 77s0274]

A working paper describing adult education using distance teaching and carried out by Acción Cultural Popular, a programme providing basic and rural education in Colombia. It discusses the development of this programme and describes the use and limitations of the mass media, especially educational radio, supplemented by textbooks and other reading materials. The characteristics of the radio school students are described, referring to aspects of student sociology, as well as the teaching methods used in the radio school lessons.

146. Defaye, S. *Une expérience de formation d'adultes en milieu rural.* Caen, France, Association normande d'économie rurale appliquée, 1977. 408 p.

This report describes an adult training project carried out in three areas of Lower Normandy in 1975/76. A special study is made of the socio-economic and socio-cultural context in order to analyse the main characteristics of the population and the trainees, and to establish if the training that was given was the training that was wanted.

147. Faraǧ, ᶜAliyya ᶜAli. Taᶜlīm al-kibār wa-āt-tanmiya: dirāsa muqārana [Adult education and development: a comparative study]. *Ṣaḥīfat al-maktaba/ Egyptian library journal* (Cairo, Egyptian School Library Association), vol. 8, no. 1, January 1976, p. 53-65. [Summary in English]

Following an introduction on the importance of adult education in developing countries, more specifically in Arab countries, the writer indicates the role of adult education in promoting all aspects of economic development. She then deals with the eradication of illiteracy, indicating its significance among farmers and showing the difference between programmes in villages and in rural centres. There is a description of adult education programmes in Yugoslavia and India, stressing non-governmental endeavours and pointing out the requirements for training teachers engaged in literacy

campaigns. Recommendations are given in the field of adult education in Egypt: literacy campaigns should be linked to education of children of compulsory school age; illiterates should be enlightened on the importance of wiping out illiteracy; literacy campaigns should be linked to work; adult education in rural areas should differ from that in urban centres; and private non-governmental efforts should be encouraged.

148. **Fernandez, H.** *La educación de adultos y los modelos alternativos de organización social de la producción en el medio rural.* San José, Instituto Interamericano de Ciencias Agrícolas, 1978. 13 p.

This paper was given at an international technical conference on adult education and community enterprises in development, held in San José, Costa Rica, July 1978. A study is made of peasant organizations, in Haiti, Guyana, Bolivia and Peru, which farm land collectively or work as part of a group for other non-member farmers. Adult education should be made available to such groups, in order to allow them to develop better production systems and to provide wider employment opportunities. Education programmes should be developed with full participation from the peasant groups to ensure that their real needs are met.

149. **Gagni, A.O., et al.** *The integration of adult farmer education program in rural development.* College, Laguna, Philippines, University of the Philippines at Los Baños, 1978. 169 p.

In an attempt to improve the quality of rural life, short-term training courses were conducted and farmers' associations were organized; traditional practices and accomplishments were properly documented; economic activities were diversified; standards of living were increased; housing was improved; and increased self-sufficiency in food production was achieved.

150. **Hewage, L.G.; Radcliffe, D.J.** The experience of Sri Lanka: the relevance of culture in adult education for development. *Convergence* (Toronto, Canada, International Council for Adult Education), vol. X, no. 2, 1977, p. 63-73. [Summaries in French and Spanish]

The Middle Path Approach to development is a recognized trait in the Buddhist culture of Sri Lanka and one that has traditionally emphasized adult education. The Sarvodaya Shramadana is a non-governmental voluntary movement which integrates Buddhist values into contemporary direct action programmes for self-reliance and co-operative rural development.

151. **Husain, A.** Adult education. *Pakistan times* (Lahore, Pakistan), October 16, 1975.

The adult literacy programme launched by Pakistan Television, in collaboration with a number of development agencies, is the first concerted drive against mass illiteracy. Technically, it is just another phase in the evolution of an organic education policy. Judging from the initial results, there appears to be no danger that the peasants, who have volunteered to lift themselves out of the quagmire of illiteracy, would abandon their ploughs and desert their fields, and join the army of clerks in the cities. If the programme fulfils even a part of its objectives, the peasant would realize that an educated farmer produces more grain than an uneducated one, and that his counterpart in the developed countries produces enough not only for his own countrymen, but also for others in the world. Although an elaborate scheme to train specialist teachers is being drawn up for this purpose, it is feared that teachers may be siphoned from the already under-staffed schools to the new institutions.

152. Husain, C.G. Tark-e-ta'aleem-e-balighan [Dropouts in adult education]. *Zaraee digest* (Lyallpur, Pakistan), vol. 9, no. 6, June 1975, p. 50-5.

Low agricultural production is the direct result of the low literacy level in villages. A literate farmer is always more successful in his farming than one without education. To overcome the problem of illiteracy in rural areas, the government has started a big scheme of adult education, and a number of adult education centres are working in different villages. However, these centres are facing a very serious problem of dropouts: a number of adults who join these centres give up before completing the course. The writer briefly discusses various causes of dropping out and makes the following suggestions: (a) education should have economic, social, and religious relevance; (b) timing should suit adult students; (c) the classroom should be suitable for the purpose of teaching; (d) the teacher and his training should receive careful attention; (e) suitable reading material should be readily available; and (f) the co-operation of local community leaders should be assured.

153. Husain, M. Ta'aleem-e-balighan [Adult education]. *Imroze* (Lahore, Pakistan), January 17, 1978.

The adult education project in the Punjab could not be started because of shortage of funds. The TV programmes on adult education have been discontinued for the alleged reason that the Works Programme cannot assist the project financially. Thus, about 450 TV sets that were purchased for adult education are lying idle in the Union Councils. The percentage of illiteracy in Pakistan is rising not only in the rural but also in the urban areas. According to statistics, there are 60 to 70 per cent of illiterates in big cities. Unfortunately, however, no attention has ever been paid to this problem. The best method to reduce the ratio of illiteracy is to utilize all educational institutions —big and small—to spread adult education. A fully-fledged movement of adult education should be launched in rural and urban areas, and all educated persons should be invited to take an active part in it. All mosques can be utilized for this purpose. Adults should be educated in their mother-tongue.

154. International Institute for Adult Literacy Methods. *A survey of reader interest and preference in eight Iranian villages.* Tehran, 1977. 64 p. (Occasional paper)

This review summarizes the report of the International Institute of Adult Literacy Methods 'a survey of reader interest and preference in eight Iranian villages' which examines the new adult reading public in rural Iran, and evaluates the influence of socio-economic conditions on interest in reading so as to identify the types of reading materials preferred by neo-literates and semi-literates. The results of this survey are compared with those obtained by Malya in his Tanzanian survey. Data were collected in the Iranian villages on reactions of participants to various reading materials placed on display, and opinions and preferences of the target group when exposed to specific materials. Most popular titles related to agriculture, folklore, sewing or tailoring, health and hygiene, technical information, religion, and humour. Three most popular titles were 'Agriculture and literacy', 'Tailoring and literacy' and 'Health and literacy', indicating the importance of material related to occupation and daily life. The conclusion to be drawn from both the Tanzanian and the Iranian surveys is the gap between primers used in literacy courses and types of books generally found on library shelves. This gap has to be bridged with simply presented (preferably illustrated) books on topics of personal interest to the newly literate.

155. King, R.; Amenleman, J.; Norman, Angela. *A pilot project for enhancing the functional numeracy of rural adults in the Gambia through cooperatives: project proposal.* London, The International Cooperative Alliance, 1978. 37 p., bibl.

156. Laste, G.; Voetlause, J.; Bommert, W. Berufliche Weiterbildung als Dienstleistung der Landwirtschaftsverwaltung. Ländliche Heimvolkshochschulen: Ihr Beitrag zur Anpassungsfortbildung. Wirksamkeit ländlicher Weiterbildung (3 Beiträge) [Professional further education as a service of the agricultural authority. Rural adult education centres: their contribution to vocational training. Efficiency of rural further education (3 articles)]. *Ausbildung und Beratung in Land- und Hauswirtschaft* (Munich, Federal Republic of Germany, Land- und Hauswirtschaftlicher Auswertungs- und Informationsdienst), 30.Jahrg., Nr. 11, 1977, p. 186-9, 192-6.

The first paper deals with planning, implementation and expansion of further education measures offered by the agricultural administration to those working in agriculture and in rural households, and is concerned primarily with those courses and seminars which were given special emphasis. The second paper describes the work of the adult education centre and defines its significance, stressing the content and structure of the courses. In paper three, findings of an empirical study of women's attitudes to education are presented. Questions of their willingness to be educated and of possible barriers to education are analysed.

157. Mallette, C.A. Rural adult learners in Asia and Africa: a research concept. *Convergence* (Toronto, Canada, International Council for Adult Education), vol. VII, no. 3, 1974, p. 69-75, bibl. [Summaries in French and Spanish]

Exploratory research has raised questions regarding the learning environment of rural adults in Ghana and Sri Lanka and challenged assumptions regarding adult learners in developing countries. Utilizing an inductive approach the study hopes to identify the over-all principles of lifelong learning in rural areas.

158. Mathur, V.S. Workers' education and the organizations of the rural poor. *Prospects* (Paris, Unesco), vol. VII, no. 2, 1977, p. 251-4. [Also published in French and Arabic]

The role of workers' education in particular, and that of education in general, in rural development in developing countries can only be properly appreciated in the context of the prevailing socio-economic conditions in the countryside, goals to be achieved, and the need for promoting institutions and organizations crucial for such development. A rapid review is therefore made of efforts in the field of economic development, and the results obtained are assessed, to identify problems in the way of progress and possible lines of action.

159. Merriam, Sharan. The Shah, oil, and adult education in Iran. *Lifelong learning: the adult years* (Washington, D.C., Adult Education Association of the USA), vol. 1, no. 1, September 1977, p. 8-10.

Iran's Fifth Development Plan (1973-78), which has specific educational objectives almost exclusively in adult education, is discussed in terms of business and industry, agriculture, a functional literacy experiment, culture, and future success of educational programmes in Iran.

160. Mirza, T. Ta'aleem-e-balighan ki afadiyat [Utility of adult education]. *Hurriyat* (Karachi, Pakistan), February 2, 1975.

In the five years from 1935 to 1940 30 million adult illiterates were given elementary education in India. This programme was based on the following procedure: visual charts were prepared and pasted on walls in villages to arouse the curiosity of the villagers—after two months the teachers would teach them elementary grammar with the help of these charts; second, the villagers should be taught words mentioned in the charts—the number of words should not exceed 120; third, they should be taught how to frame sentences with those words; fourth stage, they should be taught how to write simple language and read newspapers and magazines; a library should be established in the building where adult education classes are held. Bookshops should also be set up where the adults could purchase books. Such a programme, if implemented with sufficient enthusiasm, would help to arouse the interest of illiterate adults.

161. Ooijens, J.L.P. *Practische handleiding voor de 'basisstudie' ten behoeve van functioneel onderwijs voor volwassenen in rurale gebieden van Latijns-Amerika* [Practical manual for basic studies in functional education for adults in rural areas of Latin America]. Utrecht, Netherlands, Rijksuniversiteit, Instituut voor culturele antropologie, 1975. 112 p. (Mededelingen, no. 6).

This book contains guidelines for research in a development project that links adult education in rural areas of Latin America with the basic needs and living conditions of the indigenous population.

162. Punjab. Bureau of Education. *Directory of adult education centres in Punjab.* Lahore, Pakistan, 1975. 14 p.

The directory is compiled to help the reader to appreciate the drive of the government for the expansion of adult education in the province of the Punjab. Adult education centres are being run by the local government department and the Girl Guides' Association of Punjab. There are two sections in the directory: the first deals with adult education centres under local government; and the second with adult education centres run by the Girl Guides' Association.

163. Rehrl, J. *Weiterbildungsangebote für Landwirte: Erwartungen und Erfordernisse* [The availability of further education for farmers: expectations and requirements]. Hoenheim, Federal Republic of Germany, Institut für Agrarsoziologie, landwirtschaftliche Beratung und angewandete Psychologie, 1976. 265 p., bibl.

Farmers expectations and requirements as regards further education were established. Part 1, the stock taking, investigates farmers' further education behaviour, analyses the supply of further education available to them and investigates the reasons why educational facilities are not used or only partly used. Some 319 farmers in 8 rural districts of 4 *Länder* were questioned. Part 2 seeks to establish normative statements on the further education of farmers. The prime objectives are to consider what developments in agriculture farmers must prepare for, what field of education or content of courses should be given particular weight, what educational aims should have priority in future and what organizational consequences can be deduced.

164. Sachs, R.E.G. Bildungsbedürfnisse und Bildungsfunktion bei Bauern [The requirement and functions of education for farmers]. *In: Rurale Entwicklung zur Überwindung von Massenarmut: Beiträge von Schülern und Mitarbeitern. Hans Wilbrandt*

zum 75.Geburtstag. Saarbrücken, Federal Republic of Germany, Verlag der Sozialwissenschaftlicher Studienkreis für Internationale Probleme—Schriften Breitenbach, 1978, p. 321- 32, bibl.

The educational standard of peasant farmers, as for all socio-cultural needs, is dependent on the current state of development, and is therefore itself a result of the learning process. In primitive societies and among self-sufficient peasants people learn informally in the 'family school' what the requirements of their daily life demand. Formal school education is regarded as a pre-condition for being able to utilize opportunities to earn non-agricultural incomes. These opportunities are especially striven for by peasants in developing countries where agriculture is entering into market relations and making use of industrial production means. In industrialized countries where a certain basic level of formal education is taken for granted, the informal education of 'learning by doing' is given relatively greater importance than formal education which is divorced from the farm or even inimical to it. This insight was gained from investigations into economic and social conditions of peasants in North Hesse and in Zambia. In general the farmers appear to prefer the forms of social learning with their special qualities of experience to the accumulation of formal school knowledge. The actual educational requirements of farmers in the developing countries are contained in a package of varied qualities which, with special forms of social learning, e.g. the non-formal village group classes, can be brought into collaboration with the basic schools and advisory services.

165. Scott, B.J. *An adult education model for surveying perceived roles and needs of rural women.* Manhattan, Kan., Kansas State University, 1977. 184 p. [Thesis]

The study was focussed on four major areas of interest: (a) to develop a tool to identify the roles and personal needs as perceived by rural Kansas women; (b) to determine whether specific classifications (age, region, occupation, formal educational level) had an effect on the various needs assessed; (c) to provide rural women with an opportunity to express their views; and (d) to assess the trends determining needs for specific programme development. Findings indicated that rural women were interested in non-formal education, particularly in family matters, arts and crafts, and farm management.

166. Seegal, E. Ta'aleem-e-balighan [Adult education]. *Mashriq* (Karachi), November 9, 1975.

According to a conservative estimate, about 80 per cent of the Pakistani population is illiterate. There have not been sufficient efforts to promote literacy and to reform the education system. The rural areas of the country were the most neglected in this field. Steps are now underway to remove illiteracy from the country. Many centres for adult education have been opened in urban and rural areas, where adults are being trained in agricultural and technical fields. But the pace of work is very slow.

167. Sulaymān, I. at-Taʿlīm az-zirāʿi fī miṣr lā yaḥdum ahdāf al-muǧtamaʿ [Agricultural education in Egypt does not serve society's aims]. *al-Ǧumhūriyya* (al-Qāhira), 24th yr., no. 8597, July 12, 1977, p. 5.

After explaining that negligence of agricultural training, education and experimentation has been reflected on the Egyptian economy, the writer shows to what extent Egypt's economy is dependent upon agriculture. Suggestions are put forward which, if adopted, would result in a successful policy of economic reform and consolidation. In this connection, it is emphasized that the curricula of the faculties of agriculture should

conform to the needs of society. The scope of such curricula should be expanded so as to cover agricultural production in various African and Asian countries. The author stresses the need for starting training courses for the benefit of agricultural labour, saying that faculties of agriculture have a role to play in this respect. In conclusion, the writer calls for the introduction of new studies in the faculty of agriculture on the import and export of cereals which would be beneficial to Egypt's present economic 'open door' policy.

168. Thomas, P.V. Community education in an isolated area. *Adult education* (London, National Institute of Adult Education), vol. 47, no. 2, July 1974, p. 73-80.

In Shipston-on-Stour (United Kingdom), an isolated rural area, an experiment in community education was developed whereby community projects were based outside the school building, organized in partnership with local inhabitants, and adapted to local requirements.

169. Tsiane, B.D. *The adult education experiment in Mosomane.* Gaborone, Institute of Adult Education, University College of Botswana, 1978. 23 p. (IAE Report, no. 3/78)

The Mosomane Adult Education Experiment is part of the Botswana Institute of Adult Education's research programme. It is intended to produce a better understanding of the role adult education can play at the village level, and is a small-scale attempt to discover what learning needs villagers have and how these can best be met. Masomane is a village of 800 people. The experiment started in March 1977 with a member of the Institute of Adult Education's staff learning about the community and becoming accepted in the village as a useful person. In the second phase the most important development has been the establishment of the Tswelelopele Adult Education Production Unit. This is a co-operative unit of twenty people who will engage in knitting, sewing, pottery, woodwork, and vegetable gardening. The report documents the work undertaken by the author from September 1977 to July 1978, giving an objective analysis of the day-to-day events in which he was immersed and an insight into the possibilities of village-level development.

170. Wiesinger, R. The need for adult education in Papua New Guinea. *Convergence* (Toronto, Canada, International Council for Adult Education), vol. X, no. 4, 1977, p. 63-9. [Summaries in French and Spanish]

The need for adult education in Papua New Guinea, where 90 per cent of the population (mainly in rural areas) have no opportunities for education, is outlined, and the possibility of an integrated approach to adult education discussed. Primary schools are now called 'community schools' to emphasize the greater participation of the school in the community it serves. It is proposed that the training of community school teachers be integrated with the necessary skills for teaching adults in order that they may assist in solving problems in the villages.

171. Yopo, B. *Educación de adultos, una experiencia concreta no escolarizada: el caso del Perú.* San José, Instituto Interamericano de Ciencias Agrícolas, 1978. 32 p.

This report was presented at an international technical conference on adult education and community enterprises in development, held in San José, Costa Rica, July 1978. It discusses the recent attempts to bring adult education to rural areas of Peru. The aim is to integrate education with community life and needs. Regional and community education centres have been established and each community has a teaching system and programme specifically adapted to its requirements.

172. **Zaman, S.M.** Mass literacy and adult education: People's Open University programs. *The varsities* (Karachi), vol. 2, no. 2, March-April, 1977, p. 11-13.

Important problems for a developing country are coping with the information explosion on one side, and the population explosion on the other. Ignorance and poverty go hand in hand, and the situation is made critical by the additional burden of millions of new people to feed, clothe, house and educate every year. A number of surveys have been conducted in recent years with regard to education and development. How far does education help in national development? The concept of basic literacy and adult education is defined. It is also pointed out that if the developing countries wish to keep up with the world, they must be aware of the flood of knowledge pouring from the developed nations. They cannot wait for their entire populations to become literate before taking benefit of this vast new knowledge. Some details are presented about the type of education provided by the People's Open University in Pakistan.

B. LITERACY

173. **Auroi, C.** L'alphabétisation rurale au nord Bénin: la fin de l'exploitation commerciale des paysans. *Genève-Afrique* (Genève, Institut d'études du développement), vol. 16, N° 1, 1977/78, p. 89-108.

The economic and social consequences of a literacy project in the language spoken in Benin are discussed. The replies of the people involved in the project to a survey carried out as part of an evaluation are given.

174. **Comparaore, R.F.** *L'alphabétisation fonctionnelle: levier du développement en milieu rural.* Kaya, Upper Volta, Organisme régional de développement du nord des Plateaux Mossi, 1976. 42 p.

Almost 95 per cent of the population of Upper Volta is rural, and at present the country's development prospects are dependent on agriculture. However, a major hindrance to development is widespread illiteracy, since some basic education is necessary if the peasants are to understand and use more modern production techniques. The urgent need for literacy and training programmes is shown in this document, which describes the inadequacy of traditional schools and indicates the advantages of functional literacy programmes, which are closely related to socio-economic development and prepare the peasants for extension programmes.

175. **al-Ĝubāli, H.ᶜA.** al-Ummiyya wa-āl-manābir [Illiteracy and political parties]. *al-Ĝumhūriyya* (al-Qāhira), 23rd yr., no. 8325, October 13, 1976, p. 5.

Following an indication of the dangers which illiteracy represents to developing countries, the writer pointed to the dimensions of the problem in Egypt. This scourge has an impact on Egypt's politics and economy, since an illiterate cannot distinguish between the various political parties and, consequently, cannot elect the candidate who would represent him best in the People's Assembly. Founders of political movements have a role to play in combatting illiteracy among farmers and workers. Assistance in eradicating illiteracy should be solicited by political movements from the Ministry of Education, the Youth Organization and women's movements.

176. **Hamdān, M.M.** al-Ummiyya wa-āl-intiḫābāt [Illiteracy and elections] *al-Ĝumhūriyya* (al-Qāhira), 23rd yr., no. 8335, October 23, 1976, p. 5.

After explaining that illiteracy has a bearing on the people's political and electoral awareness, and showing how candidates in elections exploit the illiterates and influence their opinion by the slogans uttered in their campaigns, the writer points to the duty of these candidates towards society, saying that they should adopt positive attitudes towards the problems of society. They should enlighten the illiterates on the necessity of eradicating their own problem of illiteracy.

177. **Henquet, P.** *Etude sur l'alphabétisation des adultes en Côte d'Ivoire: (Mission) 6 février-2 mars 1975.* Paris, Unesco, 1975. 17 p. (FMR/ED/LIT/75/240/Rapport de fin de mission) [Published in French only] [Unesco microfiche 76fr0019 (Restricted)]

A mission report on adult education, especially rural education, in the Ivory Coast. The present state of literacy is analysed and recommendations are provided on the choice of educational strategies.

178. **King, R.; Amenlemah, J.; Norman, Angela.** *Functional literacy and numeracy through cooperatives in Sierra Leone: a pilot project. Project proposal.* London, International Cooperative Alliance, 1978. 20 p., bibl.

179. **Madanī, A.ʿI.** an-Nufūḏ as-siyāsī li-ăl-ummiyya [The political influence of illiteracy]. *al-Ǧumhūriyya* (al-Qāhira), 23rd yr., no. 8348, November 5, 1976, p. 5.

Pointing to the dangers inherent in illiteracy and its bearing on the country's economic and social development, the writer substantiated his argument with a review of the ratio of illiteracy to the total population of Egypt, remarking that its percentage is particularly high in rural areas. This state of affairs is reflected in the elections of the People's Assembly (and on any election held under such circumstances), even if the supervising government exercises neutrality in the electoral campaign.

180. **Nūh, A.A.** al-Ummiyya wa-āt-taḫalluf fī miṣr wāghān li-taḥaddin wāḥid yaǧib muwāǧahatuhu [Illiteracy and backwardness are two faces of the same challenge Egypt must face]. *al-Ahrām* (al-Qāhira), 104th yr., no. 33382, May 4, 1978, p. 3.

Following an introduction on man's ambitions to attain a better life and how illiteracy impairs this aim, the writer reviews illiteracy in the world from 1960 to 1970, mentioning its rates in 1970 in North America, Latin America, Europe, the Soviet Union, Asia, Arab Countries including Egypt, and Africa. The efforts in the Arab region to wipe out this scourge are described. In Egypt, the delay in eradicating illiteracy has had political, economic and social effects. There is a description of the Supreme Council for Adult Education and Eradication of Illiteracy. In conclusion, some suggestions are reviewed for the complete eradication of illiteracy, describing the principles and programmes entailed in this vitally important undertaking.

181. **Ouane, A.** *Appui technique à la post-alphabétisation: République togolaise. (Mission).* Paris, Unesco, 1979. 37 p. (FMR/ED/LAR/79/152; RP/1979-80/1/6.1/02/Rapport technique) [Unesco microfiche 80fr0359 (Restricted]

182. **Perú. Ministerio de Educación. Dirección General de Educación Básica Laboral.** *Libro de lectura 1 de educación básica laboral.* Lima, s.f. 1 v.

The purpose of this book is to teach people to read by means of the adult literacy training programme. It includes subjects envisaged in the basic curriculum of the first grade of basic workers education, especially the various types of educational action (languages, mathematics, natural sciences, and history and social science), taking into account the socio-cultural characteristics of the different regions in the country.

183. Rubio Orbe, G. *Marco de referencia de la alfabetización de la población rural indígena en el proceso de desarrollo rural.* Santiago de Chile, Oficina Regional de Educación de la Unesco para América Latina y el Caribe, 1978. 77 p. (Serie RESPEAPIA/5) [Documento presentado a la Reunión de Expertos sobre Políticas y Estrategias de Alfabetización para la Población Indígena del Area Andina, Quito, 1978]

184. Unesco. Oficina Regional de Educación para América Latina y el Caribe. *Evolución reciente del analfabetismo en seis países de América Latina.* Santiago de Chile, 1975. 10 p.

Short analysis of illiteracy in Argentina, Chile, Mexico, Nicaragua, Panama and Paraguay. Statistical data on the education systems are given according to age, sex, urban population and rural population.

185. Universidad Nacional Autónoma de México. *Memoria.* Patzcuaro, México, 1976. 127 p. [Documento presentado al Seminario de Evaluación y Proyección Futura del CREFAL]

Document on educational policy, community and rural development, socio-economic factors, rural population, illiteracy, graduates and grants in Latin America.

186. World Education, New York. Special report on BRAC. *World Education reports* (New York), no. 13, November 1976, 16 p.

This issue contains a special report on the Bangladesh Rural Advancement Committee (BRAC), which is an organization devoted to rural development and relief. Articles in the issue detail BRAC's expansion from relief services to activities in womens' education, rural education and agricultural development. The major efforts of the organization are directed at training villagers as facilitators so that BRAC's staff can move from one village to another. The issue contains an interview with BRAC's former training co-ordinator and a journal kept by a consultant working on the development of instructional materials. The final section of the report constitutes an essay on the idea that cultures which value written over spoken language may be falling into a literacy trap.

C. WOMEN'S EDUCATION

187. Bommert, W.; Büttner, E. *Bildungsverhalten der Landfrauen: Ergebnisse einer repräsentativen Befragung von 1549 landwirtschaftlich tätigen Frauen in der Bundesrepublik Deutschland 1976* [The attitude of farm women to education: results of a representative poll of 1,549 women occupied in farming in the Federal Republic of Germany, 1976]. Bonn, Forschungsgesellschaft für Agrarpolitik und Agrarsoziologie, 1977. 240 p., bibl. (Veröffentlichungen, Nr. 244)

Part 1 comprises an analysis of the attitude of women farmers and farmers' wives to education and further education in the Federal Republic of Germany, through a survey of women between 20 and 60 years old. Outlooks and attitudes as well as a review and observations on further education are expressed in socio-psychological terms and their bearing on the mental, social and material environment of farm women is analysed. Part 2 covers the standard of education of farm women and their attitude to the education of their children.

188. Clark, Noreen. *Education for development and the rural woman.* New York, World Education, 1979. 66 p.

189. Crone, C. *Research on innovative non-formal education for rural women: phase 1.* New York, World Education, 1977. 29 p.

The purpose of this project carried out in 1975 by World Education in co-operation with the Philippines Rural Reconstruction Movement was to develop a research methodology for testing innovative ways of non-formal education for women in rural areas, to improve their situation and enable them to participate in the development process. Three villages were chosen in which interviews were conducted to determine knowledge-attitude-practice (KAP) of rural women and to identify the problems they face. Based on this data, three workshop teams proceeded to needs assessment, resource materials development and implementation of learning activities. At the end of Phase 1 the original hypotheses were restated as follows: Programmes will be more effective in increasing women's motivation to participate and bring about changing attitudes if: (a) activities are designed to encourage maximum participation in the educational process; (b) content reflects expressed interests including economic activities; (c) education is taking place in normal meeting places rather than classrooms; and (d) women are trained as para-professionals playing a role in needs assessment, curriculum development and programme evaluation. Guidelines have been established for the development of teaching methods aimed at self-actualization and corresponding materials preparation.

190. Fonseca, Claudia. Functional literacy for village women: an experiment in Upper-Volta. *Prospects* (Paris, Unesco), vol. V, no. 3, 1975, p. 380-6. [Also published in French, Spanish and Arabic]

An educational programme designed to give practical information and skills training to rural village women in Upper Volta.

191. European Workshops of Fontevraud on 'Environment and Culture: the Rural Society', 1978. *Seminar 1: Animation and development/Animation et développement global.* Paris, Groupe de recherche pour l'éducation permanente (GREP), 1978. 1 v.

192. Mcharo, N.E. *Literacy: a tool for the development of rural women in Tanzania.* Dar es Salaam, Institute of Adult Education, University of Dar es Salaam, 1977. 17 p., bibl. (Studies in adult education, no. 27)

What changes in the life of rural women and their families in the United Republic of Tanzania can be brought about by literacy and an awareness of their environment? The consequences can be grouped under the following four headings: (a) social: communication is easier, and leisure activities can now include reading and writing to friends; (b) health: many reading primers deal with nutrition and general welfare; (c) political: literacy has brought about a noticeable increase in political participation, particularly in the case of women; (d) vocational skills: women play a major role in agriculture, and the primers teach them better methods of farming.

193. Le milieu rural: quelle animation, pour quel avenir? *Pour* (Paris, Groupe de recherche pour l'éducation permanente), N° 60, mai-juin 1978, 86 p., bibl.

194. Moulton, J.M. *Animation rurale: education for rural development.* Amherst, Mass., Center for International Education, University of Massachusetts, 1977. xii, 249 p., bibl.

This is a study of *animation rurale*, an out-of-school adult education programme which has been implemented in most nations of French West Africa. The problems and issues of non-formal education programmes designed to enhance rural development, as

exemplified in the two cases of *animation rurale* in Senegal and Niger, are defined. The study begins with a discussion of these problems and issues in the context of non-formal education, and of the research methods and analytical framework employed to draw conclusions about them. The development and educational theory of *animation rurale*, from which the plans and programmes were derived, is described. Subsequent sections are devoted to an account of the historical and philosophical roots of *animation rurale* and the events that occurred in the programmes of Senegal and Niger. In a concluding analysis, the results of the programmes are assessed in terms of the goals stated by the programme planners, and the programmes are analysed within four different conceptual frameworks. Six assumptions, identified by the researcher as implicit and explicit in the theory of *animation rurale*, are tested in accordance with their application in the two cases studied. Based on conclusions about the effectiveness of *animation rurale*, six hypotheses are formulated about the pre-conditions necessary for implementing a comprehensive educational programme for rural development. The study is of value to practitioners and students of education for rural development. The actual implementation over sixteen years of a comprehensive educational theory is traced. From an examination of the theory, the strengths and weaknesses in the original concept are made apparent as well as influences on the course of its evolution and their effects are clarified.

D. EDUCATION IN A RURAL CONTEXT

195. Dunn, S.B.; Dunn, E. *Kulturwandel in sowjetischen Dorf* [Cultural change in the Soviet village]. Berlin, Federal Republic of Germany, Duncker und Humblot, 1977. 200 p., bibl. (Giessener Abhandlungen zur Agrar- und Wirtschaftsforschung des Europäischen Ostens, Nr. 87)

Using available data, the cultural situation in rural areas of the Soviet Union is examined and found to be marked by a degree of variety and complexity not appreciated by most Western observers. Details of national and local measures are plentiful but information on people's attitudes to them were difficult to obtain. Cultural facilities and consumer services in rural areas frequently lagged behind the rising expectations of the younger sector of the population. Education, the major mechanism of social mobility in the Soviet Union, is dealt with extensively (theory, aims, methods and standards).

196. Panhuys, H. *Projet d'éducation rurale dans les régions de Yatenga et du Sud-Ouest, N° 3100.851.09.32. Rapport d'évaluation — action du projet: avril 1975 – mai 1977.* Paris, Centre d'études et de réalisation pour l'éducation permanente, 1977. 80 p., bibl.

This is a three-part report describing a rural education project in Upper Volta to train young farmers in the Yatenga and Comoé regions. The first part consists of a synthesis of the projects, activities and achievements and a synoptic table giving a critical evaluation of the dynamism of the project which leads to recommendations for future action. The second consists of an evaluation of the Young Farmer Training Centres (Centres de formation des jeunes agriculteurs), including the opinions of the trainers. The third section describes the development of the Groupements des jeunes agriculteurs, which consist of young people who have been trained in the centres.

197. Rosenzweig, M.R. Farm-family schooling decisions: determinants of the quantity and quality of education in agricultural populations. *Journal of human resources* (Madison, Wis., Industrial Relations Research Institute), vol. 12, no. 1, Winter 1977, p. 71-91, bibl.

A model of farm-family education decisions is formulated in which the roles of education in agricultural production are considered and in which the productivity of children can be augmented by increasing either the quantity or the quality of education. Results obtained from the United States show that, in theory, the participation of farm children affects significantly the demand for the quality and quantity of education in rural areas. These findings are particularly relevant to developing countries, where the low school enrolment rates may be explained by the importance of the child labour contribution to family income and by the stagnation of agricultural technology.

198. Seppo, S. *Pohjois-Karjalan viljelijäväestön koulutusongelmasta maatalouden ja koulutuksellisten kehitysnäkymien valossa* [Problems related to the education of the farming population in Northern Carelia in the light of the development prospects for agriculture and educational opportunities]. Joensuu, Finland, Department of Pedagogics, University of Joensuu. (Publication, 4).

A study was conducted on the educational problems of the active farming population in Northern Carelia. It surveyed their social background and the availability of educational opportunities. Northern Carelia consists mainly of small farms, although the number is diminishing. These small farms have been made viable by the possibility of earning extra money through logging. The possibilities for extra earnings have, however, narrowed as a result of the mechanization and rationalization of agriculture and forestry. The educational level of the population is the lowest in the country as regards higher education and vocational education. Of the respondents to a questionnaire sent to the farming population: 42.7 per cent were willing to participate in farming courses; 22.7 per cent were undecided; and 34.6 per cent were not willing to participate. Those willing to participate lived mainly in the agriculturally most developed communes, cultivated farms over 10 hectares in size, were young, were men and had received vocational training. The major obstacles to participation were considered to be the difficulties in getting substitutes to run the farms during the farmer's absence, as well as financial and health factors. The topics in which most interest was shown were related to cattle raising as well as to maintaining and repairing machines. Course choices were more closely related to personal preferences than to any over-all plan or goal.

199. Tungesvik, L.M. Vaksenopplæring og kulturarbeid i bygde-Norge [Adult education and cultural work in rural Norway]. *In: Skolens årbok 1977.* Oslo, Tanum, 1977. Columns 5569-77.

It is a fact that the conditions for cultural activities and adult education are less favourable in scarcely populated areas than in the cities. The author of this article explains why it is necessary to encourage these activities through economic support to rural areas, and suggests various opportunities for co-operation in order to utilize the local resources fully.

200. Zahid, H.Z. Social education. *Khyber mail* (Peshawar, Pakistan), December 31, 1976.

The Pakistani Government has introduced a new system of education for illiterate people. This step is one of the several designed to make the poor and illiterate masses into enlightened citizens of the country; they are as much entitled as others to enjoy modern facilities and education. Adult education is available for those who did not attend primary schools. The aim is to make adults into useful and better—i.e.

literate—members of society. Various audio-visual media are suggested to assist the campaign. But, until a substantial number of educated Pakistanis settle down in villages and set a personal example to the rural masses, the problem of social education will remain unsolved.

IV. Educational programmes and content

A. ECONOMIC AND SOCIAL ASPECTS

201. Čižkovský, L. Zemědělství a kvalifikace [Agriculture and qualification]. *Zemědělská škola* (Praha, Ministerstvo školství ve Státním pedagogickém nakladatelství), roč. 29, čis. 2, říjen 1978, p. 18-19.

By the year 1990 the number of skilled workers and managers in agriculture will represent more than two-thirds of those employed. Increasing knowledge of technological developments and of economic functioning will be required. To this end, four-year apprenticeship courses will be gradually introduced with a leaving examination in agricultural specializations. It is also intended that approximately 17 to 20 per cent of those employed in agriculture will have completed the full secondary education cycle.

202. Kankainen, M. *Sosiaalinen tausta ja valikoituminen perusasteen koulutuksessa Pohjois-Karjalassa keväällä 1977* [Social background and selection of basic school courses in Northern Carelia in the spring of 1977]. Jyväskylä, Finland, Department of Social Policy, University of Jyväskylä, 1977.

The aim of this study was: (a) to examine the relationships between the choice of courses in the new comprehensive school and the pupils' social background and educational success; (b) to compare the comprehensive school selection process with the former 'parallel school' selection process; and (c) to clarify the significance of sex in the choice of courses. The study sample consisted of a 9th grade in the former 'parallel school' and an 8th grade of the comprehensive school. Success at school was measured by the pupil's grade in Finnish language and the average mark in the school certificate examination. The influence of the parent's status and income was strongly related to success at school. Sex is a factor with a considerable effect on selection, and its significance is greatest in the comprehensive school. Introduction of the comprehensive school system has, to some extent, diminished but not eliminated selection caused by social status. This is most clear for girls in all social strata, and it may be a little greater in the lowest status groups. As a rule, parents with a higher social status select more demanding courses for their children than parents belonging to the other groups, even if there were no differences in the educational success of their children. These social background factors apply to both the comprehensive school and the former parallel school, although they have tended to even out. Apparently, however, the structure of the comprehensive school tends to maintain former imbalances.

203. Manalang, P.S. *A Philippine rural school: its cultural dimension.* Quezon City, Philippines, University of the Philippines Press, 1977. x, 255 p., bibl.

In Part One, the physical setting, history and demographic characteristics of Ligtas, the village under study, are described: so are the household composition and family types, occupational structure, leadership and authority, religion and life cycle of the villagers.

Some comments illustrating the relationship between school and community are offered. Part Two presents some aspects of the barrio school: the daily routine, its organization and administration, curriculum, objectives and pupils' attainments. The views of teachers, school heads, parents, community leaders and pupils on the school are given. No evidence appears of the schools' ability to bring about general socio-economic change in the village. A reduction of bureaucratic constraints on school heads and teachers to make them more effective transmitters of learning is suggested. Teacher education, it is recommended, should be more closely articulated with pupil and community needs.

B. DESIGNING PROGRAMMES

204. Atanasov, P., et al. Naučni osnovi na učebnoto sadarjanie v napravlenie 'Prodovolstveno' [Scientific bases for the educational content of discipline making up 'productive' guidance]. *Izvestia na NIIO 'T. Samodoumov'* (Sofia), vol. 2, 1 v., XXIX, 1976, p. 74-100.

'Productive' guidance is a means of initiating pupils in the different vocations in agriculture and the food industry: it provides them with scientific and practical training, seeks to develop professional interest and aptitudes and facilitates rapid specialization in a 'productive'-oriented vocation at the end of unified polytechnical secondary studies. School content takes into account the following principles: relation between the curriculum and the nature of work in the rural economy and the food industry; relation between the curriculum for a selected specialization and a curriculum of a general polytechnical nature; relation between the vocational role of the curriculum and its educational impact; linking up of theory and practice; relation between the choice and the structure of the curriculum and the specificity of the branch studied and its territorial particularities; harmony between the individual inclinations and aspirations of pupils and the training requirements for productive work.

205. Kozakiewicz, M. Model kształcenia nowoczesnego a potrzeby wsi i rolnictwa [A model of modern education and the needs of rural life and agriculture]. *Wieś Współczesna* (Warszawa, Zjednoczone Stronnictwo Ludowe, Naczelny komitet), rocz. 20, nr. 9 (235), 1976, p. 23-6.

Vocational training has been affected by the changing concept of education since the Second World War, if not yet in practice, at least in the approach to the problem. For a long time vocational training was regarded as a specialized and narrow preparation for doing a certain job. It is now considered to be a special application of sufficient general knowledge to a certain branch of activity or production. Agricultural education is thus a special application of general knowledge to agricultural production. It is questioned, however, whether it is possible to design one model of agricultural education, suitable for any kind of farmer and for any type of agriculture.

206. Marian, T. Un învătămînt agroindustrial modern, strîns legat de oerintele productioi agricole [Modern agro-industrial education compared to the demands of agricultural production]. *Învătămîntul liceal si tehnic profesional* (Bucureşti, Ministerul educaţiei şi învătămîntului), anul 28, nr. 3, martie 1979, p. 1-2, 40.

The author explains the measures adopted to develop agricultural teaching and to improve the level of preparation of skilled labour. Up to now secondary schooling in agriculture was oriented towards the skills and trades necessary for production. The

basic principles are polytechnicalization and multi-qualification. Thus, schools have experimental farms where pupils learn basic techniques, how to run farm machines and are taught to assume responsibilities.

207. Marinescu, C. Funotiile liceului agro-industrial [The functions of the agro-industrial secondary school]. *Invătămintul liceal si tehnic profesional* (Bucureşti, Ministerul Educaţiei şi Învăţămîntului), anul 27, nr. 4, aprilie 1978, p. 38-40.

This article describes the tasks of agro-industrial teaching as far as the preparation of the personnel necessary for agricultural production is concerned. The teaching syllabus is geared to rural specializations and trades. Lessons (in class and laboratory), integrated lessons in production (on farms and in school gardens), practical and laboratory work, and technical study groups are some of the means used.

208. Pehrson, J.; Bengtsson, G. Jordbruksutbildningen I och II [Agricultural education I and II]. *Kungliga Skogs- och Landbruksakademien. Tidskrift* (Stockholm), årg. 117, häfte 1/2, 1978, p. 27-34, 35-42. [Summary in English]

The two articles review the development of secondary agricultural education in Sweden. In 1963 courses at many farm schools and many of the schools themselves disappeared. All active schools were redesignated 'schools for agriculture' and new syllabuses devised. Five years later further reform resulted in a proposal for a two-year upper secondary agricultural stream at 'schools of agriculture'. The integrated upper secondary school started in July 1971, so that the agricultural vocational school became a part of this integrated upper secondary school for a two-year period. Some of the problems and trends which have emerged since the changeover are discussed.

209. Perú. Ministerio de Educación. Dirección General de Educación Básica Laboral. *Curriculum de educación básica laboral; ciclos I, II y III.* Lima, s.f. 1 v.

A series of technical teaching documents in which the curricula corresponding to the basic workers education are drawn up according to certain norms. These curricula implement the educational reform in basic workers education as regards the education of adolescents and adults who did not have the opportunity of finishing their studies in the formal system.

210. Perú. Ministerio de Educación. Dirección General de Educación Básica Laboral. *Estructura curricular básica de la línea de formación laboral.* Lima, s.f. 1 v.

Document containing the basic guidelines related to the development of vocational training in basic workers education (EBL) and the structures necessary to establish occupational options, occupational identification, the inventory of resources, the implementation of occupational analyses and the corresponding curricula. This document is important as an aid to reaching the objectives of training for work in basic workers education.

211. Perú. Ministerio de Educación. Dirección General de Educación Básica Regular y Especial. *Guía metodológica: el trabajo curricular en Centros Educativos Unitarios.* Lima, s.f. 1 v.

Methodological guide for teachers in the unified educational centres with theoretical and practical suggestions as to how to organize their work given the differing levels of students.

212. Perú. Ministerio de Educación. Dirección General de Educación Básica Regular y Especial. *Texto de lectura: 'El balsero'.* Lima, s.f. 1 v.

Reading material for children in the first EBR cycle (first four grades) who study in the frontier zones of the Peruvian Altiplano (Puno). It is an anthology of traditional stories, tales, songs and dances of the Altiplano region.

213. Perú. Ministerio de Educación. Dirección General de Educación Básica Regular y Especial. *Texto de lectura: 'El tanganero y 10 cuentos más'.* Lima, s.f. 1 v.

Reading material for children of the first EBR cycle (first four grades) who study in the frontier zones of the Peruvian forest region. It contains a series of stories of the forest written in such a way that once the children have read them they are able, for example, to 'write a story' or draw the scenes recounted. After each story there is a series of questions which the reader must answer.

214. Vlădut, M.; Bărbulescu, P. Pregătirea tehnicopractică agroindustrială a elevilor din clasele I-VIII ale învățământului obligatoriu de 10 ani [Agro-industrial technical and practical training for pupils in classes I to VIII in compulsory ten-year education]. *Revista de pedagogie* (București), 1978, p. 148-54.

Presents the technical and practical preparation programme in agriculture and industry for pupils of classes one to eight of ten-year compulsory schooling. It consists of three parts: (a) the study of the bases of agricultural and industrial production and laboratory work; (b) practical instruction in agriculture and industry; (c) practice in agriculture and industry. The aim of these activities is to teach a few basic facts about agricultural economics and specialized fields as well as encouraging the apprenticeship of rural trades.

C. PLANNING NEW PROGRAMMES

215. Guatemala. Ministerio de educación. Secretaría general. Dirección del curriculo. *Propuesta de cambio curricular para el primer ciclo y parte del segundo ciclo de la educación escolar en el altiplano occidental de la República de Guatemala, a iniciarse en 1977.* Guatemala, 1976. 27 p.

A project on curriculum planning for rural education in Guatemala focuses on students' problems, needs, interests and experiences, and is designed to be flexible, practice-oriented, aiming at social behaviour and productive skills. Over 80 per cent of Guatemalan rural schools do not offer all grades; 68 per cent are one-teacher schools; dropouts and repetition rates in the three first grades reach 78 per cent. In rural areas, 43 per cent of the population are Indians speaking 106 different dialects; only 6.5 per cent of school-age children are reached by programmes in Spanish.

216. Teacher Educators' Study Group, Bangkok, 1976. *Preparing teachers for education in rural development—a handbook: report of a Teacher Educators' Study Group . . .* Bangkok, Asian Centre of Educational Innovation for Development, Unesco Regional Office for Education in Asia, 1977. 105 p., bibl.

Thirteen case studies were presented by the five participants from the four Member States, India, Republic of Korea, Nepal and Thailand. The study group reviewed and analysed the case studies, which are summarized in Part II of this handbook. They were classified into four broad categories: teacher education for rural development;

in-service education for rural development; research in education for rural development; and linking education with rural development. Developing a core curriculum for teacher education was discussed: the theoretical foundation for a course should include education and problems of development in rural societies; education problems in rural areas, e.g. education of girls, absenteeism, survey and research techniques; innovative teaching methods; and the importance of the relationship between rural teachers and the communities they work with. These elements should be closely linked with practical work and teaching practice. The three cardinal points for teacher education are laid down: the central axis of the school curriculum is education for rural development leading to social transformation; teacher education has to assume a pivotal position in the national effort for rural development; non-formal education has to be accepted by teacher educators as an important aspect of education.

V. Methods: communication, technology, teaching

A. POLITICAL AND CULTURAL CONTEXT

217. Ahmed, R. Science education in the rural environment. *Bulletin of the Unesco Regional Office for Education in Asia* (Bangkok), no. 18, June 1977, p. 183-92.

It is suggested that science education up to the age of 16 should be based on real problems encountered in the rural community; only after this point should it be reorganized by scientific discipline.

218. Carlson, J. *Salokylän kuusivuotias* [6-year olds in forest villages]. Helsinki, Department of Sociology, University of Helsinki, 1975.

This thesis presents a description of 6-year-old village children in Northern Carelia. Special emphasis has to be placed on the special characteristics of a forest village, namely long distances, the role of the seasons and illness. One of the aims of the thesis was to assist planning for pre-school education in sparsely populated areas. The geographical location of institutions suitable for 6-year-old children was defined in the light of the needs of the village community and its environment. A picture was formed of the 6-year olds social environment—activities, friends, visits—which makes him a member of his own community. Much was learned from observing the children in their natural surroundings performing activities which were classified as: meals, animals, work and ownership. The author suggests that not enough attention has been paid to the phenomenon of the children's loneliness, and he observed the effects of this on the adult villagers.

219. Cotofrei, D. Reflecţii privind orientarea şcolară si profesională a elevilor din şcolile rurale [Reflections on educational and vocational guidance of pupils in rural schools]. *Învăţământul liceal şi tehnic profesional* (Bucureşti, Ministerul educaţiei şi învăţământului), anul 28, nr. 3, martie 1979, p. 26-8.

The article presents the problems of a educational and vocational guidance for those intending to work in the rural environment; it examines the conditions and means

necessary for informing the pupils about the economic development of the region, the background to specializations, the needs for specialists in the various spheres of activity, and the specific requirements of these specializations and qualifications.

220. **Foley, D.E.** *Philippine rural education: an anthropological perspective.* De Kalb, Ill., Center for Southeast Asian Studies, Northern Illinois University, 1976. xi, 114 p., bibl. (Special report, no. 13)

This study of Philippines rural schools offers a broad, ethnographic description of the education system as a socio-cultural institution. It describes typical school activities, including teaching techniques, extra-curricular activities, value transmissions, etc. It portrays teachers' social life and their perception of village society, including the political milieu. An analysis is made of the bureaucratic context of the schools, their informal authority structure and decision making processes. Schools tended to transmit attitudes to their pupils which reinforce traditional values and social class relationships. Partisan politics were seen to infuse the schools thoroughly, and in many ways this was its most distinctive characteristic. It is concluded that some characteristics of the system should be reduced with benefit to the school, such as: (a) excessive transmission of paternalism; (b) differential treatment of richer and poorer students; (c) extensive penetration of American cultural values; (d) decision making strongly influenced by political pressures; and (e) the centralized administrative structure.

221. **Jussila, M.; Vaherva, T.** *Pohjois-Suomen koululoisten kehitystutkimus* [Developmental study on pupils in Northern Finland]. Oulu, Finland, Institute of Behavioural Sciences, University of Oulu, 1978.

This is a follow-up study on the development of primary school pupils in the northern part of Finland, partly above the Arctic Circle. The aim was to study the effect of different environmental factors on children's cognitive, social and physical development during their compulsory education period 7 to 16. Samples of four communities (two rural and two urban) were taken, with control samples from two communities in the southern part of the country. From each community a whole age cohort entering the school in 1970 was included and measured periodically. The total number of children was 767 at the start and 597 after the six-year period. The main result shows that, initially, the children from remote rural areas in the north present a lower stage of development in all measured aspects: their intelligence is lower; their knowledge of reading and mathematics is poorer; they are physically (in height and weight) smaller; and they come from lower social strata. All these differences are significant. The urban samples in the north are, however, approximately equal to their contemporaries in the south. It is difficult to say on the basis of this study whether the result is solely caused by different environments or is also partly hereditary. The development of pupils in basic variables—especially in intelligence, reading and mathematics—shows that children in rural communities in the north gradually catch up with their contemporaries in the other areas. Even more, when the test means are corrected by a regression coefficient, they have gained most in these skills during the six-year period. One must, however, proceed with the greatest caution in this matter because there are so many unknown factors influencing the development of children. In the second part of this report the basic variables are further analysed.

222. **Mbunda, D.** Education mass campaigns: Tanzania experience—'Chakula ni Uhai'. *Journal of adult education Tanzania* (Dar es Salaam, Institute of Adult Education, University of Dar es Salaam), vol. 1, no. 1, 1977, p. 9-22, bibl.

The 'Chakula ni Uhai' (Food is life) campaign was intended, as was the successful 'Mtu ni Afya' (Man is health) campaign, to reach 2 million Tanzanians. A specially prepared booklet on food production, preservation and nutrition was prepared jointly by agriculture, health and nutrition experts and the Institute of Adult Education. The target group was average Tanzanians, probably recent graduates of the literacy campaign. Radio programmes were also used; the campaign has highlighted some of the problems in using radio for this kind of programme. Special textiles were designed to publicize the campaign. Training seminars were held at national, zonal, regional, district and divisional levels. Four evaluation reports have been published on the progress of the campaign, based on study of sample areas.

223. Perú. Ministerio de Educación. Dirección General de Educación Básica Regular y Especial. *Documento guía: La operativización de la estructura curricular básica de Educación Básica Regular para su aplicación a nivel de Centros Educativos Unitarios.* Lima, s.f. 1 v.

Work guide written with a view to introducing the development of the basic curriculum of normal basic education in the unitary educational centres also known as *unidocentes* (educational centres with different grades run by one teacher).

B. DESIGNING THE METHODOLOGY

224. Burda, F.; Špinarová, R. Praktická příprava se stává středem oprávněné pozornosti [Vocational training is becoming the centre of justified attention]. *Zemědělská škola* (Praha, Ministerstvo školství ve Státním pedagogickém nakladatelství), roč. 28, čís. 5, leden 1978, p. 65-7.

There are two principal objectives for the improvement of agricultural education in the Czechoslovakia: (a) a review of teaching material, curricula, etc.; and (b) planned expansion of secondary vocational schools, especially in the conception of practical activities performed away from the school.

225. Castillo, G.T., et al. *Alternatives for rural youth: three village-level case studies in the Philippines.* Quezon City, Philippines, Council for Asian Manpower Studies, 1975. 124 l. (Discussion paper, series no. 75-02)

A discussion paper on rural education in the Philippines. It outlines the importance of developing rural school systems appropriate to the *barrio* (rural areas) where 68 per cent of young people between 10 and 24 years of age live. Case studies describe three different types of post-primary rural schools to serve this region: the barrio high school (secondary school); the barrio development school for young people who will remain in the rural area and become agricultural workers, and the '2-2' plan where all students have a common core of two years followed by segregation into college preparation and vocational education. The studies indicate high aspiration levels but limited opportunity and widespread underemployment.

226. Ivanovič, K.A.; Bozarov, V. *Opitno-praktičeskata rabota na učenitice v selskoto stopanstvo* [Practical experimental work of pupils on the rural economy: methodological guidelines]. Sofija, Narodna prosveta, 1976. 288 p.

Experimental work gives the pupils cultural and technical knowledge and brings them into contact with rural science. In addition, it has great educational possibilities and helps develop qualities such as independence, perseverance, curiosity, a search for innovations, as well as an interest in rural economy and creative work. In view of the

experimental material developed by authors and of the general application of the experiment, several methods have been proposed to improve the polytechnical education and labour education dispensed by schools.

227. Kline, D.; Worrall, R.P. *Communication and education for rural development. A professional development module. Casebook, and module text.* Honolulu, Hawaii, East West Communication Institute, East-West Center, 1977. 2 v., bibl.

The professional development module, first produced in 1973 under the title 'Reaching rural people', presented family planning to a limited rural audience. Using the same structure, the module has been re-written on the theme of 'rural development theory and programmes'. Communication/education and family planning now form part of the larger programme. Case studies are included of rural development projects in Africa, Asia, Latin America and North America. The final section presents information to help formulate an adequate set of information, education and communication strategies for a typical developing country. Two appendixes give a manager's guide and a selected bibliography.

228. Kolenčík, L. *Teória výchovy pro učiteľov poľnohospodárskych škôl* [Theory of education for teachers of agricultural schools]. Nitra, Czechoslovakia, Vysoká škola poľnohospodárska, Katedra pedagogiky a sociológie, 1975. 138 p.

This book describes the establishment and development of the agricultural school system in Czechoslovakia, as well as educational factors having an effect on the training of agricultural students. It deals with the theory and practice of education for agriculture, and their application in agricultural schools. A particular form of training is required for those who intend to make a career of agriculture.

229. Krejci, V. [Technological subjects and the personality of the apprentice]. *Zemědělska škola* (Praha, Ministerstvo školstvi ve Státním pedagogickém nakladatelství), roč. 28, čis. 2, říjen 1977, p. 28-9.

In Czechoslovakia the education system will be expanded by the establishment of training institutions for skilled workers in agriculture. It is intended that the apprentice will acquire qualifications in one specialized field as well as learning to handle and adapt to new technologies.

230. Matias, S. Problemy nauczycieli wiejskich [The problems of rural teachers]. *Wieś Współczesna* (Warszawa, Zjednoczone Stronnictwo Ludowe, Naczelny Komitet), rocz. 22, nr. 3(253), p. 67-75.

This paper reports on data derived from a survey of Polish teachers carried out between 1975 and 1977. An improvement is gradually coming about as more university graduates take up employment in rural areas. Rural teachers bear a heavier work load and are subjected to more intense community scrutiny than their urban counterparts. They should be supported in the heavy responsibility they bear, often teaching subjects for which they are not experienced or with inadequate materials. Incentives which would make the job of rural teacher more attractive could come in the form of extra pay, allocation of high-standard accommodation and more information about rural problems.

231. Nikolov, G.V.; Vasilva, V.G. *Metodičesko ukazania po proizvodstveno obučenia na učenicite ot srednite politehničeski učilihta i gimnaziite za professiite mehanizator-rastenie-vad i mehanizator-jivotnovad* [Methodological guidelines on vocational education in gymnasia and secondary polytechnical schools for the following professions: horticulture technician and animal husbandry technician]. Sofia, Ministerstvo na narodnata prosveta, s.d. 84 p.

The directives of the second congress of the Bulgarian Communist Party trace the basic prospects for the development of the rural economy for the period up to 1990. Forecasts concerning technical equipment for rural production and the increased mechanization, automation and electrification of the productive processes in all its specialized branches are discussed, all of which point to a need for more qualified workers. The main professions in the rural economy become horticulture and cattle-raising. The methodological directives are designed to help teachers in the vocational training of pupils in the ninth to eleventh years of secondary schools and polytechnics.

232. Nováková, Hana. Aplikace biologických poznatků v systému polytechnického vzdělání [The application of biological knowledge in the system of polytechnical education]. *Výroba a škola* (Praha, Ministerstvo školství ve Státním pedagogickém nakladatelství), roč. 24, čís. 3, leden-únor 1979, p. 103-6.

Knowledge and skills in the cultivation of plants acquired in biology lessons in basic school are applied in productive work. Examples are given of general biological knowledge necessary for the successful mastery of agricultural studies.

233. Perú. Ministerio de Educación. Dirección General de Educación Básica Laboral. *Guía metodológica de los ciclos I, II y III de educación básica laboral.* Lima, s.f. 1 v.

Document which contains the methodological and technical guidelines for reaching the objectives proposed in the curriculum concerning the different educational options which the teacher should offer. It includes subjects and contents which should be taught in terms of the objectives of each option.

234. Perú. Ministerio de Educación. Dirección General de Educación Básica Laboral. *Líneas de acción educativa no graduadas, ciclo III.* Lima, s.f. 1 v.

A technical document for teachers which includes the curriculum of non-graded courses: community promotion, aesthetic education, physical education and religious education which are characterized by the fact that they present continuous objectives not subject to grading. This allows a wide application of their contents to the various levels of training and skills which adults acquire from their day-to-day experience.

235. Seminario sobre Tecnología Educativa en el Medio Rural, Turrialba, Costa Rica, 1975. *Informe final.* París, Unesco, 1975. 50 p., annexes, bibl. (ED.74/CONF.805/COL.1) [Unesco microfiche 75s0410]

This seminar on educational technology for rural education in Latin America was sponsored by Unesco. The main problems discussed were: (a) educational technology and communication in rural development, stressing the need for a systems approach harmonizing the different levels of planning, implementation and evaluation of programmes for the rural population; (b) the social background of rural areas in relation to social change and mobility; (c) the use of various educational media for the improvement of teaching strategies in developing countries; (d) the potential of the media for rural education in Latin America has remained underutilized because of the lack of national and regional planning.

C. COMMUNICATION TECHNIQUES IN RURAL EDUCATION

236. Academy for Educational Development. *The Basic Village Education Project, Guatemala: Oriente Region combined report. 1973-1976.* New York, 1977. 308 p.

The Basic Village Education Project (BVE) was a carefully controlled experiment to study the effectiveness and relative costs of various communications media combinations used to reinforce and extend the efforts of extension agents and teachers in the Oriente region of Guatemala. The BVE Project's audience was the small, often illiterate, subsistence farmer. The programme content gave information to help the farmer improve his production and profits from basic crops. The project design included four communication media combinations as variables, with radio being a common element to three. These variables were: treatment R (radio), treatment RM (radio-monitor), treatment RMA (radio-monitor-agronomist), and treatment M (monitor only). This report summarizes three years of experimental educational programming and results of evaluation for the Oriente region where the experiment has been completed. The findings indicate that radio is a highly effective change medium when used in combination with a highly developed message preparation and feedback system. The most significant findings are: radio can get new information to marginal populations; the use of a local person to lead study groups is effective; a technician is an important back-up person in a non-formal education programme; the message may be of more importance than the particular media used to transmit it; and evaluation should be included in the early planning stages.

237. Basset, A.R.A. Educational technology for formal and adult education in the Sudan. *Programmed learning and educational technology* (London, Association for Programmed Learning and Educational Technology), vol. 15, no. 1, February 1978, p. 31-4, bibl. [Summary in English and Arabic]

The Sudan has entered the educational technology field only recently, with particular regard to its applications for literacy and functional adult education with the objective of upgrading efficiency and increasing income. Radio broadcasts are concerned with improving agriculture and developing services through educating farmers, labourers, soldiers, Bedouins and housewives. Television programmes are emphasizing agricultural development and functional education of farmers in Gezira for two hours a day; viewing groups gather to follow these programmes and discuss the content with guiding specialists in agriculture. The content emphasizes improving the performance of farmers in cotton planting and harvesting. Programmes for women deal with personal hygiene, child care, diet, etc.

238. Beltrán, L.R. *Social structure and rural development communication in Latin America: the 'Radiophonic Schools' of Colombia.* Honolulu, East-West Communication Institute, 1975. 57, vii p. [Paper presented at the Summer Conference on Communication and Group Transformation for Development, Honolulu, 1975]

The role of communication in rural development is presented as well as problems involved in defining objectives through an examination of the radio schools of Colombia run by Acción Cultural Popular (ACPO). A 'radiophonic school' is a small stable group of peasants meeting regularly to listen to rural education programmes with the aid of a community extension worker. ACPO distance education has been expanded to include newspapers, peasant leadership training involving three provincial institutes and national programmes such as agrarian reform, health education and family planning. It is Colombia's most important non-formal education agency and

similar developments have occurred in seventeen other countries as a result. ACPO aims at creating a new type of man capable of making rational decisions towards a different social order based on the idea of human dignity. Evaluation indicates some success in fostering individual achievement and rural development. The author, however, suggests that such an objective supports a model of development which raises agricultural production through technological advancement, thus perpetuating present injustices.

239. **Bernal Alarcón, H.** *Educación fundamental integral: teoría y aplicación en el caso de ACPO.* Bogotá, Acción Cultural Popular [Editora Dosmil], 1978. 285 p. (Educación fundamental integral, No. 2)

The author describes mass education, basic education and mass culture projects carried out by Acción Cultural Popular (ACPO). Reference is made to means of communication, non-formal education, and to the experience of Radio Educativa (educational broadcasting). Social change and rural development are analysed and a bibliography is included.

240. **Bierwirth, G.** Rural broadcasting as development support communication. *Adult education and development/Education des adultes et développement/Educación de adultos y desarrollo* (Bonn, German Adult Education Association), no. 9, September 1977, p. 7-8. [Text also in French and Spanish]

This is a revised version of a paper presented on behalf of the Food and Agricultural Organization at the second URTNA Educational Broadcasting Workshop in Accra, 1975. Its main theme is that the best intentions and educational efforts are of no avail if they cannot be linked with the felt needs and objective situation of the 'pupil'. Rural broadcasting has always talked too much, listened too little, and overestimated its contribution to development. Communication only becomes a support for development if there is a maximum of exchange and active participation on both sides. The only way rural broadcasters can find out what people feel, fear or need, and what their motivations, traditions and problems are is by going to the field and keeping in constant touch with the people. After years of expensive mistakes, the idea of 'development support communication' has now taken hold within international organizations (FAO, UNDP, Unesco, UNICEF). Rural broadcasting is just one way, and has to be linked, as much as any other means of communication, to what people themselves think is best for them. Mass media ought, above all, to be at the disposal of the masses. Modern technology provides the possibility of making radio a means of two-way communication.

241. **Braun, J.** *La radio éducative: une stratégie de développement latino-américain.* Port-au-Prince, Haïti, Centre d'éducation intégrée pour le développement rural, 1979 (Série: Formation technique).

Review of various educational radio programmes. An analysis is made of the replies to the questionnaires requesting information on twenty-four educational radio programmes in Latin America and the Caribbean.

242. **Brumberg, S.F.** Colombia: a multimedia rural education program. *In:* **Ahmed, M.; Coombs, P.H., eds.** *Education for rural development.* New York, Praeger, 1975, p. 1-60.

This paper deals with the Acción Cultural Popular multimedia instruction programme for rural education in Colombia, which began in 1947. It is one of a series of case studies providing information on educational planning, especially in the rural areas of

developing countries. The introduction outlines the educational and behavioural objectives of the plan and its organization. Further sections cover: educational radio ('radio schools' and non-formal education); publications like textbooks and rural newspapers; personal contact; integration of teaching elements; feedback, evaluation, research; decentralization. An attempt is made to assess the effectiveness of the project. Information is provided on costs and financing. ACPO demonstrates that no single medium by itself constitutes a viable teaching-learning system but, combined with others and with human elements at the learning scene, these mass media can become potent tools of learning.

243. CEPAC: teleducación para el campesinado. *Educación: la revista del maestro peruano.* (Lima, Instituto Nacional de Investigación y Desarrollo de la Educación), año VIII, n.º 16, noviembre 1977, p. 92-4.

Document on the audiovisual production training centre (CEPAC), which works with one of the traditional fringe groups of society: the *campesinado*, and which also develops a line of research to ascertain which language to use in pictures and vocabulary.

244. *Comunicaciones audiovisuales: Costa Rica-(misión). Resultados y recomendaciones del proyecto.* París, Unesco, 1975. 17 p., (FMR/COM/DAC/75/238(UNDP); UNDP/COS/72/001/Informe final) [Unesco microfiche 76fr0026 (Restricted)]

This report describes the development of mass communication in Costa Rica, especially the use of audiovisual methods in the rural environment, such as films and television documentaries.

245. Davidson, J.R. *The Basic Village Education Project in Guatemala.* Washington, D.C., Division of Professional Studies and Career Development, Office of Personnel and Manpower, Bureau for Program and Management Services, Agency for International Development, 1976. 60 p. (Development studies program. Case studies in development assistance, no. 2)

Radio offers the possibility for communicating knowledge to rural populations in a manner that does not rely on literacy, and which can achieve broad coverage at a low unit cost. The Basic Village Education Project in Guatemala has successfully utilized radio education to alter significantly the agricultural knowledge, attitudes and practices of the small farmer. The radio station broadcasts eight hours a day with 20 per cent of the programming on agriculture. Regular features of the programming include a radio novel called 'Life in the country', the agricultural magazine 'Let's talk, Mr. Farmer', which answers questions from individual farmers, and the 'Radio forum' with the agricultural message of the week. Another experimental treatment utilizes a local village agent whose purpose is to reinforce the effect of the radio message. This person also relays questions to the agronomist who sends the answer back to the agent the following week. In 1975 an agent even began operating in some areas where radio signals were not received. The implementation of this project in both the Oriente in south-eastern Guatemala and in the Occidente in the central highlands is discussed, as is the role of the Guatemalan Government. There seems to be a strong feeling of community identification with the station, as evidenced by the 90 per cent listening rates. The success achieved by this project appears to be due to the effective nature of the local programming which is based on the utilization of the multiple feedback mechanisms built into the project design.

246. **Díaz Bordenave, J.E.** *Communication and rural development.* Paris, Unesco, 1977. 108 p., bibl. [Published in English only]

Is there a gap between theory and practice in rural development efforts involving communication media? If so, why? If such a gap does exist, how could those designing and carrying out rural development projects make better use of theory, and how could theoreticians and practitioners work more closely in the future in solving their communication problems? The plan of the book is as follows: Chapter 1 briefly reviews theoretical concepts about the nature of communication and the use of communication media in development; Chapter 2 examines a representative group of completed rural development projects using communication media, providing for each, where possible, information on a series of key variables that help analyse these case studies. Chapter 3 critically comments on the case studies: to what extent these projects were consciously or unconsciously based on theoretical models; what models were most often used; to that extent the models suited the project's development objectives; where a conscious theoretical basis is lacking, why this was so; what effects this lack had on the project's success. It also draws some conclusions on how theoreticians can better serve rural development practitioners.

247. **Dikshit, K.A., et al.** *Rural radio: programme formats.* Paris, Unesco, 1979. 94 p., (Monographs on communication technology and utilization, 5) [Published in English only]

After fifty years of radio broadcasting, the farm forum is perhaps the best known method of rural broadcasting. The broadcasters who created the farm forum no longer use this format, although it has been adapted for use in many developing countries, e.g. India, Zambia, Thailand, the Philippines and Ghana. Meanwhile, other formats have been developed for specific purposes and audiences. In Nepal, the production team used dialogue first as a means of introducing the junior farm technicians to the farmers. Later on, the dialogue between a fictitious 'old lady' and the farm technician became the main feature of the programme for presenting pros and cons, difficulties and advantages, new techniques versus old superstitions. This format has shown the importance of presenting technical information in terms of the social and cultural milieu of the audience. In Papua New Guinea, a country of difficult terrain and isolated communities and where radio is often the only source of news, the producers directed their informational programmes towards agricultural technicians and farm managers, as well as the farmers themselves. Ghana has continued with the radio farm forum begun in 1964. Over the years, experience has shown the need for strong field organization and constant contact between radio producers and forums through visits, trade fairs, mobile reports and inter-forum projects. In the Philippines, a community station adopted the magazine format for a public service type programme aimed at provincial audiences. The Acción Cultural Popular in Colombia selected drama, in both serial form and short spots, to focus on changing old ways of thinking, to reinforce new ideas and concepts, and to pave the way for field workers with specific follow-up lessons on responsible parenthood. In Czechoslovakia, farm broadcasting is actively oriented to national goals: concentration of land resources, co-operative farming, new techniques and conservation of resources. The programme, an open-magazine format, is researched, scripted and produced entirely by women. Finally, the Canadian Broadcasting Corporation, the originator of the farm forums, has also settled into a magazine format, starting with international and national news, specialized market prices, and then dealing with interviews on current farm affairs, coverages of farm fairs and special problems. This monograph focuses on these various methods of reaching the rural audience for farm techniques, organization, up-to-date information and general rural development. Almost all of these programme surveys were prepared by the radio producers themselves.

248. Dodos, T. *Multi-media approaches to rural education.* Cambridge, UK, International Extension College, 1972. 48 p., bibl. (IEC. Broadsheet on distance learning, no. 1).

249. Etaix, Mireille; Lenglet, F. *'Tele pour tous' in rural Ivory Coast: audience, impact, perceptions. Report of two surveys conducted in January and April 1977.* Washington, D.C., Academy for Educational Development; Stanford, Calif., Stanford University, California Institute for Communication Research, 1977. 255 p. [Some text in French] [ERIC microfiche ED 172 757]

This report presents the results of two surveys conducted in January and April 1977 in the Ivory Coast to assess the impact of the 'Tele pour tous' programmes on rural audiences in terms of awareness, learning and action. Descriptions of the socio-economic characteristics of the audience and their viewing patterns were sought. Attempts were made to determine the attitudes of the audience concerning 'Tele pour tous' and to explore opinions about the benefits of the programmes. Eight conclusions suggest that the Out-of-School Educational Television project in the Ivory Coast works, though minimally and inefficiently. However the range and effect of the programmes could be improved by modifying their form, content and reception. Appendixes include the questionnaires (in French), statistical data, and a list of programmes broadcast.

250. Flageul, A. *La video verte: video légère et développement rural.* Paris, Agence de Coopération Culturelle et Technique, Unesco, 1977. 137 p.

The study consists of a world-wide census of all applications made of light video. The study was for the most part carried out on the basis of documents and backed up by a more detailed field research in the Ivory Coast, Upper Volta, France and Tunisia. Comparisons between the varying uses of video have been drawn up.

251. Fundación Radio Escuela para el Desarrollo Rural. *Una experiencia de teleducación dirigida al sector rural.* Osorno, Chile, 1976. 11 p.

A description is given of the educational radio programmes directed at the rural population in Chile by the Fundación Radio Escuela para el Desarrollo Rural (FREDER). FREDER is a private agency for rural development broadcasting programmes for literacy, primary education, improvement of rural workers, and different interventions aiming at the integrated development of rural communities. Students registered in FREDER's radio schools receive primary school certificates. Open broadcasts focus on agricultural and health education, nutrition, handicrafts, etc. A special programme aims at training community leaders.

252. Grant, S. *An administrative history of out-of-school educational television in the Ivory Coast.* Washington, D.C., Academy for Educational Development; Stanford, Calif., Stanford University, Institute for Communication Research, 1977. 104 p. [ERIC microfiche ED 172 730]

This report describes the basic organization, management and evolution of the department producing 'Tele pour tous', the first attempt to use national television in the Ivory Coast to bring educational and informational programmes to an adult, rural public. The department's task was: (a) to produce TV programmes; (b) to train and supervise TV animators; and (c) to stimulate interest in and viewing of its product. Discussed in the report are the decision-oriented methodology of the study; basic background information on the project including target audiences, programme objectives, and policies. Six key features of the programme are examined. There is a

comparison of the national plan for out-of-school education with the new directions of the out-of-school department, and an analysis of how the programme fits in the context of national planning strategies.

253. Gunter, J.; Theroux, J. Developing mass audiences for educational broadcasting: two approaches. *Prospects* (Paris, Unesco), vol. VII, no. 2, 1977, p. 288-98. [Also published in French, Spanish and Arabic]

A study of educational broadcasting in Ecuador and its relation to mass education, particularly in rural areas.

254. Khan, M.A. *Radio for rural education in developing countries: a critical review of strategies.* Amherst, Mass., University of Massachusetts, 1977. 178 p. [Thesis]

The specific objectives of the study were: (a) to determine the major uses of broadcast media, especially radio, in education and development in developing countries; (b) to find the advantages and potential of radio in relation to other mass media in rural development; (c) to investigate the educational radio strategies presently being used, to identify the problems this medium is facing in its effective use as a change agent, and to find ways of overcoming these problems. It is found that most of the efforts to use radio for rural development have been fragmented and many projects reach only a fraction of their potential audience. Recommendations are that radio should be part of a multiple media approach; adequate financial resources should be made available; training of technical personnel should be emphasized; programme materials should be flexible; and the use of live broadcast techniques should be considered.

255. Kidd, R. The technology trap: a case study on video use in non-formal education in Botswana. *Educational broadcasting international* (Stevenage, UK, The British Council), vol. II, no. 3, September 1978, p. 124-32, bibl.

Technological considerations may overwhelm the user's capacity to analyse problems and select the most appropriate medium for the task. This discussion paper describes video use in Botswana over a four-year period and then makes a comparative analysis of video and other communication media as tools for non-formal education.

256. Lesotho Distance Teaching Centre. *Understanding print: a survey in rural Lesotho of people's ability to understand text and illustrations.* Maseru, 1976. 60 p.

Before starting large-scale materials preparation for rural education, the Lesotho Distance Teaching Centre investigated the literacy level of the rural population, their reading ability, comprehension of illustrations and the most suitable type of illustrations. Interviews were conducted with a random sample of 245 rural people over the age of 10. Each respondent was shown a set of test cards and was asked questions about them. Depending on the difficulty of the text, between a fifth and half of the people were able to read and understand reading materials. If a clear picture of something familiar was shown to them, between half and all of them understood it. Certain kinds of pictures, such as enlarged drawings of small objects, three-dimensional scenes and drawings conveying an idea of scale, were not well understood. The relatively high level of comprehension of print gives this medium considerable potential for rural education. But in view of the difficulties caused by details in the text or certain aspects of illustrations, thorough pre-testing is necessary for all publications.

257. Low, J. The Sudan rural television experiment. *Educational broadcasting international* (Stevenage, UK, The British Council), vol. II, no. 3, September 1978, p. 113-16.

The paper describes the origins of the project and gives a statement of its aim. After a description of the project, its aims and the region of Gezira, ways are discussed of involving the village population by means of clubs. Finally, the article considers the evaluation and production of programmes, administrative difficulties, and the role of television in rural development.

258. McAnany, E.G. *Radio's role in development: five strategies of use.* Washington, D.C., Information center on instructional technology, 1973. 28 p., bibl.

259. Martin, D. *Radio éducative. République de Guinée-Bissau – (Mission).* Paris, Unesco, 1979. 19 p. (FMR/ED/LAR/79/124; RP/1977-78/1.181.7/Rapport technique) [Restricted]

This study is concerned with the problems of educational broadcasting in a multilingual country. Rural broadcasting seems to be an essential tool in rural development but it needs to put more emphasis on: partial decentralization of translation methods; development of radio forums; participation of the audience in programmes, either directly (recording of discussions, interviews, songs etc.) or indirectly (by means of questions, comments, suggestions, etc. sent in by facilitators). Educational broadcasting plays an important role in teacher training and in the development of literacy motivation.

260. Miller, A., et al. *Model communication system for improving rural education in Indonesia.* Washington, D.C., Academy for Educational Development, 1976. 33 p.

This report deals with the concerns of officials in Indonesia about the Model Educational Communication System (MECS), a development programme which has implications for a long-term rural development effort emphasizing communication at the village level. Some of the issues discussed are textbook use, teacher training, satellite communication, non-formal education, radio, and audio-cassette technology.

261. Non-formal education in rural development in Ecuador, Guatemala and Botswana. *In:* **Conference on Non-Formal Education and the Rural Poor. Kellog Center for Continuing Education. Michigan State University, 1976.** *Report on Conference and Workshop on Non-Formal Education and the Rural Poor.* Richard O. Niehoff, Editor. East Lansing, Mich., Program of Studies in Non-Formal Education, Institute for International Studies, College of Education, Michigan State University, 1977, p. 110-41.

The Rural Education Project in Ecuador and the Basic Village Education Project in Guatemala are examples of experimental 'consciousness raising' and controlled communication-type projects involving large numbers of villagers. The project in Ecuador is particularly distinguished for its creative use of games and other discussion devices to build confidence in and motivate villagers to participate more effectively in development activities. The Basic Village Education Programme in Guatemala is a scientifically designed project using varying combinations of communication and technical assistance devices to inform and stimulate villagers to participate in agricultural and other development activities. Although only two years of the projected experimental three-year programme have been completed, the tentative findings are already suggestive of some significant information about the role of communication and non-formal educational methods in accelerating the adoption of more productive agricultural practices. The material on the Ten Basic Principles for the Transfer of Technology is a useful checklist on this significant topic. The 'Botswana Brigade' Programme describes efforts to develop a more realistic programme of education and

trades training for rural youth of Botswana within the formal school system. Having failed in this approach, they evolved an alternative non-formal programme of trades training and production outside the formal school system. The Botswana Brigade programme is now formally recognized and supported by the Botswana Government.

262. Rich, T.A. *The Basic Village Education Project (Programa de educación básica rural), Guatemala. Third interim report: evaluation component.* Washington, D.C., Academy for Educational Development, 1976. 201 p.

An interim programme evaluation from Guatemala on communication media research for rural education for the illiterate, small farmer. The following four combinations were used: radio alone; extension agents alone; radio and agents; and radio, agents and agricultural technicians. Evaluation methods were developed and applied in four comparable areas to test these media, plus a control area. This was combined with a survey to establish agricultural practice and community characteristics. Evidence proved that a period of reflection is required before new knowledge and attitudes are translated into improved agricultural techniques. Radio appears a powerful change instrument, challenging the general view that it is an impersonal broadcaster of knowledge. However, areas with trainers, using materials based on the radio programmes but without the broadcasts, brought about comparatively more change than the radio alone. The more progressive farmers appear those who had contact with the agricultural technician. Over a period of a year, climatic factors appear to have a greater impact on agricultural production than the adoption of improved practices. Case studies are provided to show how agricultural practices are related to other aspects of life. Appendixes outline the evaluation process and give a list of project evaluation reports published to date.

263. Richard, J. Un système de radio éducative en République populaire du Congo. *Recherche, pédagogie et culture* (Paris, Association universitaire pour le développement de l'enseignement et de la culture en Afrique et à Madagascar), vol. 6, N° 32, novembre-décembre 1977, p. 47-9.

The broadcasting system was set up to cope with the following problems: (a) teacher isolation; (b) financial problems and problems connected with training and refresher courses; (c) a stagnant education system. Three types of programmes are broadcast: school broadcasts; teacher training programmes; and general interest programmes. Radio provides a link between the Ministry of Education and the teacher, and it reduces the difficulties of physical distance between teacher and pupil in rural areas. An important advantage is that it needs only a few personnel.

264. Seya, P.T.; Yao, F.K. *Television for the rural African village: studies of audiences and impact in the Ivory Coast.* Stanford, Calif., Stanford University, Californian Institute for Communication Research, 1977. 66 p. [ERIC microfiche ED 172 758]

The two surveys described in this report were conducted for the out-of-school television unit in order to learn more about the context in which its series of weekly programmes for rural adults ('Tele pour tous') operates, and to study audience reactions to a specific series. Individual interviews with selected villagers in thirty villages provided data on patterns of mass media use for the first study, which probed such areas as radio ownership, radio access, content of radio listening, and information channels, television, and newspapers and printed material in the context of village life. Findings show that, while radio is still the dominant medium, television is playing an increasing role in village media habits, and the print media are also in active use. The second study

focused on the impact of the television series on rural housing, and animators in eleven villages each interviewed fifteen villagers who had seen all of the programmes. Information sought included respondents' attitude towards the programmes; their confidence in the programmes; their attitudes towards traditional, adapted, and western housing; and their attitudes towards financing policy for adapted housing and perception of the responsibility for modernization of the village.

265. White, R.A. *La Educación básica y cambio estructural; las comunicaciones masivas y la promoción popular como estrategia para el desarrollo rural en Honduras.* Bogotá, División Internacional de la Acción Cultural Popular, 1978. 200 p., bibl.

266. White, R.A. Mass communications and the popular promotion strategy of rural development in Honduras. *In:* **Spain, P.L.; Jamison, D.T.; McAnany, E.G.** *Radio for education and development: case studies.* Washington, D.C., World Bank, 1977, p. 200-59. (World Bank staff working paper, no. 266)

Many of the programmes of adult basic education, agricultural extension and improved health services attempting to reach rural, lower-status populations in Latin America have encountered serious obstacles, and new approaches must be developed using mass communications as an attempt to integrate adult basic education through radio schools with a system of leadership training and community organization. In this perspective, the article describes the traditional bases of power and rural-urban linkages in rural communities, takes up three aspects of the adult education programme—literacy, agriculture and health—and examines how to create the basis for a new *campesino* culture and develop participatory collective decision-making structures.

267. White, R.A. *An alternative pattern of basic education: Radio Santa María.* Paris, Unesco, 1976. 122 p., bibl. (IBE. Experiments and innovations in education, no. 30) [Also published in French and Spanish]

Study on the use of educational broadcasting to meet the needs of basic education in rural areas of the Dominican Republic. The problem of administration and supervision of the programmes and the way in which to awaken interest in them are analysed. A comparison is made between the traditional systems and the Escuela Radiofónica, showing that the latter is adapting more and to the needs of the population in the rural environment and that it encourages participation and a change in attitudes.

268. White, R.A. Teleducación y cambio social en Honduras. *In:* **Osorio Melendez, H.** *Teleducación y cambio social en Latinoamérica.* Santiago de Chile, Proyecto Latinoamericano de Teleducación, Instituto de Solidaridad Internacional de la Fundación Konrad Adenauer, 1976, p. 227-56.

A report describing the educational radio programmes and activities of 'Acción cultural popular hondureña' (ACPH) from 1960 to 1975 aiming at social change. At the time of the report, ACPH reached 100,000 families in rural areas, in collaboration with the 'Consejo de coordinación para el desarrollo' (CONCERDE). ACPH's programmes have served different educational needs. From 1960 to 1962 they focused on literacy campaigns and basic adult education; in this phase, the programmes reached 14,624 students in 754 radio schools. From 1963 to 1966 emphasis was given to the organization of a network of rural communities, in co-operation with other community development agencies. As a support to these activities, a 'Movimiento de promoción popular' (MPP) was created in 1968. As from 1972, the action of

MPP and CONCERDE focused on rural extension services. At the time of the report, 9,000 farmers were registered in 458 groups of agricultural training supervised by 50 instructors and 500 monitors.

D. EXPERIMENTS AND INNOVATIONS

269. Bommert, W. Konzeption für neue Wege in der ländlichen Weiterbildung [New methods of further education in rural areas]. *Ausbildung und Beratung in Land- und Hauswirtschaft* (München, Land- und Hauswirtschaftlicher Auswertungs- und Informationsdienst), 31. Jahrg., Nr. 4, 1978, p. 73-5.

New methods in adult education are needed because those people who are most in need of help (those without technical or further general education, few contacts outside the family, and in difficult socio-economic conditions) are barely reached by the education available. The paper defines future problem areas and outlines the structure and contents of new further education courses as well as the organization of further education and services at the Länder and national level. The plan depends on the co-operation of a large number of local, educated laymen.

270. Bordia, A. Involvement of students in rural development. *Indian farming* (New Delhi, Indian Council of Agricultural Research), vol. 28, no. 7/8, 1978, p. 50-3.

Rural education programmes are often unsuitable for the communities they purport to help. Greater relevance could often be achieved by non-formal adult educational programmes. At the same time there is a great deal of work which formally educated students could do in the implementation of community service programmes, and extension work to improve the agricultural base on which rural livelihood depends.

271. Buch, M.B., et al. Innovations in teacher education. *In:* **Asian Centre of Educational Innovation for Development.** *Exploring new directions in teacher education.* Bangkok, Unesco Regional Office for Education in Asia, 1976, p. 66-87.

Two case studies are presented concerning innovations on pre-service and in-service teacher education adopted by two teachers colleges in India. Both institutions have tried to relate programmes for teachers to the social environment and needs of their community: (a) The Gandhi Shikshan Bhavan, situated in Bombay, is committed to Gandhian ideals of life and education. One of the projects conducted by this institution, in co-operation with the Unesco Institute for Education (Hamburg), was intended to develop a teacher education curriculum based on the idea of lifelong education. (b) The M.B. Patel College of Education, situated in the rural area of Gujarat, concentrates on rural development activities by such methods as extension education for those outside the student body.

272. Centro de Investigación y Desarrollo de la Educación, Chile. *Proyecto Piloto 'Toda la Familia Enseña y Aprende' en comunidades campesinas del área de la Costa, Osorno, nov. 1976-marzo 1977.* Santiago de Chile, 1977. 27 p., annexes.

The 'Parents and children project' was carried out by CIDE in Chile with pre-primary children of sixteen indigenous communities in rural areas. The programme considered four phases: (a) a descriptive study of the living conditions of these communities; (b) the preparation of the necessary audiovisual aids; (c) training of community leaders; (d) four workshops for mothers, focusing on child development. A system of formative evaluation using trained observers was ensured. Educational radio

programmes were broadcast by a local station to motivate participation. Evaluation showed difficulties in carrying out the project. Generally, this was due to the scarce training of the leaders and the observers, and the insufficient previous assessment of some cultural and technical constraints. It is intended to repeat the experience under improved conditions.

273. Cujo, P. Alternancia y participación: una metodologia operacional para una educación rural adaptada. *Desarrollo rural en las Américas* (San José, Instituto Interamericano de Ciencias Agricolas de la OEA), vol. 10, no. 2, 1978, p. 109-18. [Summary in English]

This paper describes a method of rural education which, it is argued, is superior not only to traditional forms of education but also to the more modern, sophisticated educational ideas that have been introduced in recent years in South America. This method is called 'alternation' and it consists of allowing the child to alternate between a semi-formal type of education and a basic agricultural training provided by local parents. One advantage of this is that the programme is planned so that children can help their parents at the busiest times of year—a problem which has in the past caused truancy. The different parts of the educational programme are kept closely linked by means of projects set for the child to complete.

274. International Conference on Integrated Communication for Rural Development, Honolulu, 1974. *Integrated communication: bringing people and rural development together.* A report . . ., edited by R. Lyle Webster. Honolulu, East-West Communication Institute, East-West Center, 1976. 185 p., bibl.

275. Norway. Kyrkje og undervisningsdepartementet. *Saertiltak for å betre laerarstoda i udelte og todelte barneskoler i grisgrendte strøk* [Special measures to strengthen the access of teachers to primary schools in scarcely populated areas]. Oslo, 1976-77. 1 v. (St. prp. nr. 163(1976/77))

276. Norway. Kyrkje og undervisningsdepartementet. *Tiltak med sikte på å stimulere laerartilgangen til Nord-Norge* [Special measures to strengthen the access of teachers to Northern Norway]. Oslo, 1976-77. 1 v. (St. prp. nr. 162(1976/77))

277. Norway. Kyrkje og undervisningsdepartementet. *Videregående opplaering for samer* [Higher education for the Lapps]. Oslo, 1975. 1 v. (NOU 1975:37)

278. Qayyum, A. *Distance education and rural development.* Islamabad, Allama Iqbal Open University, 1978. 76 p.

279. Skogen, K. Lokalmiljøorientert Lærerutdanning: med vekt på integrering av pedagogisk teori og praksis [Teacher education oriented towards the local society: with emphasis on integration of educational theory and practice]. *In: Skolens årbok 1977.* Oslo, Tanum, 1977, Columns 5671-90.

This experiment, which started in 1974, and has been carried out at the Levanger teacher training college, aims to encourage better usage of local resources (i.e. replace standardized teaching materials by local materials), develop ways of co-operation between the teachers, the students, and the teachers and the students. The article shows how teachers and students have been working to develop plans and evaluation schemes. Some experiences gathered during the accomplishment of the project are included.

VI. Schools and colleges

A. RURAL SCHOOLS

280. Academy for Educational Development. *Rural education subsector assessment, Republic of Honduras.* Washington, D.C., 1976. 209 p.

A basis is provided for designing programmes to enhance the development of human resources in rural Honduras. The major goals are to increase rural productivity and to improve income distribution. The study was limited to the effect of primary and non-formal education on the rural population in order to determine the extent to which education is assisting, or can assist, this population to improve their economic and social status. The target group, the Honduran peasantry, comprises 70 per cent of the national population. The contrast between highland subsistence peasantry and valley transitional peasantry is analysed in detail. A general description of the education system of Honduras is included with emphasis on the present status of rural primary education. The objectives of the central-satellite school programme are described and the implementation of this concept in several schools is evaluated. Recommendations are made to improve the effectiveness of the central-satellite schools and increase their impact on rural development. Current activities in non-formal education in Honduras are examined. The policies of the government in the area of non-formal education are analysed. Recommendations are made to improve the effectiveness of the central-satellite schools and to increase their impact on rural development. Some of the constraints to the achievement of national goals are identified and steps are recommended to remove or abate the effect of these constraints.

281. Dos Santos, M.M. *Atuação do Departamente de ensino fundamental no ensino de lo grau para a zona rural* [Primary teaching in rural areas: the activities of the Department of Basic Education]. Brasilia, Ministério da educação e cultura, 1977. 5 p.

The Department of Basic Education has been working on curriculum development in rural primary schools in north-east Brazil. This has involved arranging teachers' conferences, formulating a curriculum guide for rural teachers, and developing literacy materials. These actions, aimed at developing a type of education which will improve rural living standards in general, have been carried out by both governmental and university programmes of school-community co-operation.

282. Hallak, J. *Planning the location of schools: an instrument of educational policy.* Paris, Unesco: International Institute for Educational Planning, 1977. 250 p., bibl. [Also published in French and Spanish]

The object of this book is to present a methodology for planning the location of schools. Taking as his starting-point the results of an international research project carried out in twelve countries, the author shows how the school map, taken in its widest sense, is an essential part of educational planning, and how it can help to achieve the objectives of educational policies. The problems of the implementation of plans are discussed, and some clear conclusions are drawn regarding the limitations of the planning process.

283. Hamar. Lærerskole. Eksamensgruppe, våren 1974. *Grendeskoler* [Local schools for the lower grades]. Oslo, Forsøksrådet for skoleverket, 1975. 31 p., bibl. (Informasjon om forsøksarbeid, 52)

The Norwegian term 'grendeskole' has been used for various types of decentralized schools, and it is therefore difficult to give a proper definition of the term. In this report, however, the following definition is given: A local school situated close enough to the pupils' homes that transportation is unnecessary. Furthermore, the school should be small and the way of teaching flexible. The school should also act as the cultural centre of the local community. This report is based on material gathered from a paper written for a group examination in education at the Hamar teacher training college. The report discusses the relations between the school and the local community.

284. Heggen, K. *Skule- og lokalsamfunnsutvikling: Ei studie av skule i relasjon til andre aktivitetar og tenester i lokalsamfunnet* [Development of schools and local communities: a study of the school in relation to other activities and services in the local community]. Volda, Møre og Romsdal distriktshøgskole, 1974. 140 p., annexes, bibl. (Skrift, nr. 2, 1974)

Based on information gathered among the local population in Heggjabygda rural community, this report attempts to show how the local people estimate the role of the school in relation to other activities and services. There are many factors to be considered when local schools are merged to create one large central school. Apart from the evident economic factor, human factors of great importance should also be brought into view. This report discusses factors like distance between school and home, and the effects of a completely strange school environment on the pupils. The report intends to create more understanding about the role of the school in the migration process, a strongly felt problem in many remote rural areas in Norway.

285. Ølberg, B. Distriktshøyskolen—et tilbud for hvem? [The regional colleges—for whom?]. *Nordisk forum*, bd. 10, hefte 7, 1975, p. 8-19, bibl.

The regional colleges in Norway came into existence in 1969. Since 1974 they have become permanent institutions. Today there are such colleges in nine regions. Traditionally higher education has been for the few and mainly for people in the bigger cities. The main purpose in the creation of the regional colleges was to provide higher education everywhere, the colleges being one of the main features of an educational decentralization which is meant to meet the needs and aspirations of the local population. Secondly, the regional colleges were meant to provide mainly short-cycle vocational courses, oriented towards local opportunities and needs by offering fields of study not available at the universities. Only then should the regional colleges qualify students for further studies at the universities. The regional colleges strive to maintain a high level of awareness of the economic and social environment, and the cultural problems facing their districts.

286. Solstad, K.J. *Riksskole i utkantstrøk* [Comprehensive schools in rural areas]. Tromsø, Universitetsforlaget, 1978. 263 p., bibl.

This publication shows how the comprehensive school in rural areas has come to resemble the urban school. The consequences of this development are outlined and discussed, using various research reports and projects from Norway as well as other countries as the basis for the evaluation. What are the consequences for rural areas of this standardized school? The development of the school sector is regarded as part of a general urbanization and industrialization process; and the school is probably actively

pushing this process forward. The conclusion is that the school undermines rather than strengthens local communities in rural areas—contrary to the belief of many political parties– –and that a standardized school is not necessarily what is best for the individual or the local community.

287. Tamayo Peña, F.G. *Mejoramiento de la educación primaria rural: Guatemala—(misión). Resultados y recomendaciones del proyecto.* París, Unesco, 1976. 27 p. (FMR/ED/OPS/76/230(UNDP); UNDP/GUA/70/004/Informe final) [Unesco microfiche 76fr0127 (Restricted)]

This report contains an analysis of the development of rural education in Guatemala at the primary education level. There is a description of the decentralization process in educational administration and its regional organization and the development of one-teacher schools are discussed and evaluated.

288. Zināti, M.M. al-Kuttāb: li-mādā lā nastafīd bi-hi? [Rural schools: why do we not benefit from them?] *al-Ğumhūriyya* (al-Qāhira), 23rd yr., no. 8262, August 10, 1976, p. 5.

Illiteracy represents a threat to the Egyptian society. The writer describes the methods adopted for eradicating illiteracy, proposing that the old traditional *kuttabs* (rural schools) should be included among these methods. He then describes the role of *kuttabs* in teaching children in rural and poor areas. These *kuttabs* should be utilized as a very effective means in the war against illiteracy. To substantiate his argument, the writer draws a comparison between *kuttabs* and primary schools, making it apparent that the *kuttabs* perform better than the regular schools in imparting knowledge of reading, writing and religious subjects.

B. DESIGNING RURAL SCHOOLS

289. Balasundaram, S. Perspectives for rural education. *In:* **Food and Agriculture Organization of the United Nations; Unesco; International Labour Organization.** *Training for agriculture and rural development, 1978.* Rome, FAO, 1979, p. 51-6. (FAO. Economic and social development series, no. 14) [Also published in French]

While recognizing that progress is being made in India as regards literacy training, the author insists on the need to set up rural education centres. Children's education in rural areas would consist of two stages: (a) literacy training and primary schooling; (b) secondary schooling. In these two stages the accent should be laid on an education suited to the environment. Moreover, the switch to higher education should be conceived in such a way as to destroy the traditional prejudice of villagers faced with an education which would prevent them from becoming rural workers. Rural education should also be geared to adults, particularly during the slack seasons. The target is to enable peasant communities to become self-supporting. Once this target has been reached, there will be a reversal of the present trend of moving away from the country to seek work in urban areas.

290. Fédération des délégués départementaux de l'Education Nationale, France. *L'école en milieu rural.* Paris, 1977. 72 p.

This report contains the results of a survey carried out in France in 1975/76 on rural schools, their structure, the conditions which bring about their closure, and the development of communities without schools. It also gives details of the teaching staff and problems of transport and canteens. The average school is described: it has two classes, forty-five pupils, no canteen and possesses boarding facilities.

291. Forsøksrådet for skoleverket. *Styrking av grandeskoler: rapportar frà Austevoll og Vindafjord* [Strengthening of local rural schools: reports from Austevoll and Vindafjord]. Olso, 1976. 41, 21 p., annexes, bibl. (Informasjon om forsøksarbeid, 66) [Mimeographed]

Recent years have shown strong sentiments against a centralized school policy. It has been argued that schools should encourage children to stay in their local communities and to cherish traditional occupations. But lack of economic resources, expertise and experiences have created difficulties in carrying out local school projects. Austevoll and Vindafjord communities have in different ways been trying to find local solutions. The Austevoll project is an internal school experiment. The local schools have been strengthened by an increased number of qualified personnel, special education methods, special equipment and individualized teaching systems. In Vindafjord health, school, social and cultural authorities have co-operated in order to create local centres. The experiences made so far are described by the two local project committees in this report.

292. Isos, R. Production schools in Panama. *Prospects* (Paris, Unesco), vol. VII, no. 3, 1977, p. 395-400 [Also published in French and Arabic]

This article describes rural development, basic education and the relation between the school and the community in Panama, touching on rural education and the relationship between education and development.

293. Keane, M.J. Economics and the size of rural schools. *Canadian journal of agricultural economics* (Ottawa, Canadian Agricultural Economics Society), vol. 26, no. 3, 1978, p. 47-52, bibl.

An attempt at estimating the nature of the financial economies for rural elementary schools on Prince Edward Island. But the problem is to derive the long-term trends from data that reflect short-run expenditure. The analysis of the relationship between school size and cost concentrates on the new elementary schools which were built during the 1960s. The paper demonstrates that in the absence of statements about improvements in the quality of education, policies to build larger schools should be closely examined, at least at the elementary level. The Prince Edward Island experience indicates that the economies of scale in large schools are not very significant and may be overcome very quickly by other considerations. Government policies to promote rural development should be aware of this. Centralized solutions may be no more efficient than decentralized ones and may, in fact, be less beneficial to the communities they are supposed to help.

294. Lourenço Filho, M.B., et al. *The training of rural school teachers.* Paris, Unesco, 1953. 164 p., bibl. (Problems in education, 7) [Also published in French]

295. Nuñez, J.P. *La escuela en áreas rurales modernas.* Buenos Aires, Proyecto 'Desarrollo y Educación en América Latina y el Caribe', Comisión Económica para América Latina, 1978. 76 p. (DEALC/12) [Summaries in English, French and Spanish]

This paper is an attempt to systematize the bases on which the work of education can be carried out in rural areas. The starting point of the study is the experience of rural education in Uruguay. It then analyses briefly the evolution of a trend which has found great acceptance among teachers in Uruguay, and goes on to consider the fundamental elements that characterize this doctrine: (a) the school must integrate itself to the environment in various ways, providing a specific and adequate response to the shortcomings of the region; (b) carry out integral action, i.e., to include all the

problems of the area and not only specific educational problems; (c) encourage the development of critical and creative attitudes that will make it possible to influence the environment in the sense of transforming it. Based on this approach, a detailed analysis is made of the role of the school in each sector concerned with the reality with which it should be related: the students, the parents, health, food, migration, social integration, etc. It also sets out the bases and main characteristics of working procedures that can be used, and the orientation to be given to the study of the different subjects. It defines the role of the rural teacher as one of encouraging social and cultural activities, beyond the sphere of the classroom. The paper describes the features that teacher training and school organization should have in order to meet all these requirements.

296. Perraton, Hilary. Rural education. *In: Starting the Botswana Extension College.* Cambridge, UK, International Extension College, 1977, p. 26-36. (IEC. Broadsheets on distance learning, no. 11)

Over 80 per cent of the people of Botswana live in the countryside; two-thirds of the labour force work in subsistence agriculture. Rural development had a very high priority in the 1973/78 Development Plan and among its aims was the intention to increase production from the land and 'to improve social services in the rural areas (such as water supplies, education, medical and welfare services) thus leading to healthier, smaller, better educated and better fed families.' Rural education had to be high priority for the Botswana Extension College. Apart from the land tenure programme, three of the first activities had to do with rural education: the villagers' better living project; the course for village development committees; and the course for '4B clubs'. Despite their differences, these three projects were all aimed at group work. There were various existing networks of groups in Botswana which provided an organizational structure for non-formal courses. And there were theoretical reasons, as well as experience elsewhere in Africa, to suggest that group learning would be appropriate. The use of groups also meant that non-literate people could also take part in the courses, provided there were literate members as well.

VII. Higher education

297. Asian case studies. *In:* **Thompson, K.W.; Fogel, Barbara R.; Danner, Helen E.** *Higher education and social change.* New York, Praeger, 1977, vol. 2, p. 220-301.

Case studies on educational development of higher education in Asia where special emphasis is given to rural development. Examples given are the Ahmadnagar College in India, the Gadjah Mada University in Indonesia and the Makelong Integrated Rural Development Project in Thailand. Common aims of these college programmes are the active involvement of faculty and students in rural extension, achievement of changing attitudes of villagers, improvement of life in rural areas. In the Philippines three colleges provide mass training of middle- and high-level professional personnel: the Development Academy, the Asian Institute of Management Education, and the Centre for Research and Communication which conducts business and economic research for private business and industry. In all these colleges practice periods are compulsory. The need for technicians in Singapore led to the conversion of the Ngee Ann College into technical colleges. Bahasa, the national language, was first introduced at the University of Malaya, as it was hoped that it would contribute to national integration.

298. Binder, E.K. *Selected factors influencing the educational decision of vocational and non-vocational high school seniors in small rural school districts in Southeast Texas.* College Station, Tex., Texas A & M University, 1977. 121 p. [Thesis]

The purpose of this study was to compare the educational aspirations, expectations and abilities of rural high school students who had one or more years of vocational training with those who had no vocational training. It is concluded that vocational training is a significant factor which may influence future educational decisions, but these students had lower educational aspirations than students with no such training. The rural student should be provided with more information regarding vocational programmes and opportunities at post-secondary community colleges and universities. Parents of rural students should also be familiar with the educational requirements of skilled occupations.

299. Bouton, B.E. *Extracurricular participation of selected students in small rural high schools.* Albany, N.Y., State University of New York, 1977. 138 p. [Thesis]

This American study compares the participation in extra-curricular activities of students who had recently migrated from large urban and suburban schools with students native to the rural school setting. It was found that ex-urban students generally had lower participation and performance rates than the native students, although the majority felt more involved in their new, smaller schools than in their previous schools.

300. Instituto de Educación Rural. *Decimo quinta memoria 1975-1976.* Santiago de Chile, 1976. 55 p., annexes.

A report on the activities of the Institute of Rural Education (IER) in Chile. During 1975-76, IER reached 4,000 farmers through various courses. Basic courses provided further training in agricultural techniques, handicrafts, basic farm administration, nutrition, fashions and literacy. Other courses gave access to different levels of qualification in carpentry, mechanics, horticulture, and prepared auxiliary personnel for rural health services, or administrative services in co-operatives and communities. Formal education for adults was also provided at two levels: vocational education corresponding to the first year of secondary education; and agricultural education corresponding to the next three grades of secondary education.

301. Manniche, P., et al. *Rural development in Denmark and the changing countries of the world: a study of Danish rural conditions and the folk high school with special relevance to the developing countries.* 2nd ed. Copenhagen, Borgen, 1978. 288 p.

This book shows how rural development can be achieved if founded on a sound and broadly based educational movement. The ideas on which the Danish Folk High School is based provide a model. In Part I some developing country problems are discussed, especially that of evolving a suitable education system for their needs. There are contributions from Nigeria, Egypt, the United Republic of Tanzania, Zaire, Zambia and other African countries. Part II studies the roles of the Folk High School and Co-operative Movement in Denmark's rural development. Part III illustrates how the Folk High School has spread to other countries, in Europe, the United States and the developing world.

302. Peña, I.B. *Colombia: Programa 'Universidad Abierta' para maestros rurales de nivel primario.* San José, Instituto Interamericano de Ciencias Agrícolas, 1978. 8 p.

This report was presented at an international technical conference on adult education and community enterprises in development, held in San José, Costa Rica, 1978. In 1973 48.4 per cent of rural school-age children were unable to attend school, and of every 1,000 children starting in the first grade of primary school, only 48 reached the end of fifth grade. One of the reasons for this was the inadequate training of rural teachers, many of whom ran their school alone and were unable to teach all the children in the area due to insufficient skills, knowledge and resources. In 1974 the Javeriana University introduced the Open University programme, which reaches 2,000 rural primary school teachers, using television, radio and correspondence courses.

303. Pulu, T.L. *The effects of selected variables on the academic achievement of sixth grade students in some rural Alaskan schools.* Provo, Utah, Brigham Young University, 1976. 177 p. [Thesis]

This study was conducted to determine whether the effects of socio-economic status, self-concept, home environment, language dominancy, ethnicity and sex on the academic achievement of sixth-grade students in some rural Alaskan schools could be predicted on academic achievement. Data were collected on 166 sixth-grade Inupiat and Yup'ik Eskimos.

304. Rio Grande do Sul. Secretaria de educação e cultura. *Configuração do desempenho dos professores das Unidades móveis de iniciação para o trabalho.* Porto Alegre, 1976. 65 p.

A study which seeks to define the role of teachers of the Mobile Units for Work Initiation in Rio Grande do Sul (Brazil), set up to complement and enrich the school curriculum of pupils in the rural environment and to detect aptitudes.

305. Sarola, Jukka-Pekka. *Alue- ja koulutuspolitiikan saumakohdista: ammatillisen koulutuksen sovittaminen alueelliseen teollisuusrakenteesen* [Links between regional and educational policies: location of vocational education within the regional industrial structure]. Joensuu, Finland, Carelia Research Institute, University of Joensuu, 1977. (Publication, 25)

The point of departure in the study was the relationship between education, local environment and production. An effort was made at developing a new angle of approach to problems related to education at the regional level. These problems are closely related to the reform of middle-level and higher education, and to the connections of these educational levels with reality. One of the basic thoughts has also been that the key to solving educational problems at the regional level is raising the standard of production and, subsequently, the standard of education. In industrialized areas vocational education was concentrated on third-level institutions, while in rural areas it took place in lower secondary schools. Educational opportunities reflected this trend. The measurement of the technologically productive capacity of the labour force showed considerable regional differences. The results also showed a clear relationship between the profitability of the industrial sectors and the corresponding educational level. The crucial question regarding educational solutions at the regional level, or in general, is not towards which specific goal education is directed but rather the external structure of production, job structure and productive level.

306. Sørheim, I.Ø. *Distrikshøgskolene: utbygging og organisering av høgre utdanning* [The regional colleges: development and organization of higher education]. *In: Skolens årbok 1975.* Oslo, Tanum, 1975, Columns 4827-44.

307. Weeks, S.G. National service and community inolvement: attitudes of tertiary students in Papua New Guinea and the applicability of African experience to evolving service organizations. *Rural Africana* (East Lansing, Mich., African Studies Center, Michigan State Uniersity), no. 31, 1976/77, p. 21-35, bibl.

There has been debate over several years as to whether Papua New Guinea should have a national youth service, and what form it should take. During 1975 the Economic Research Service of the University of Papua New Guinea (ERU) administered a questionnaire to second year (or higher) tertiary students in fifteen institutions. Several different approaches to service schemes are being adopted: indiidual voluntary assignments, voluntary work camps, a year of pre-tertiary experience after grade 10, and a year of village work-study post-tertiary education.

VIII. Non-formal education

A. IN THE REGIONS

308. Agard, J. Non-formal education for rural development in Papua New Guinea. *Adult education and development* (Bonn, German Adult Education Association), no. 10, March 1978, p. 40-7.

This brief examination of the non-formal education provisions in Papua New Guinea argues that these are inadequate, and in some cases misguided, and that there is a desperate need for a national plan to provide education outside the formal system. Programmes have been influenced by the school-leaver problem; in some cases, programmes were launched as agricultural extension programmes with the major objective of improving life in the rural areas. The rationale behind and execution of programmes are sound but they are carried out by non-government agencies with limited funds. Two government programmes, Skulanka and Community Secondary Education (CSE), introduced in 1973 in response to the school-leaver problem, have been too much used as a back door into the formal education system. Projects which take non-formal education back to the village are most needed; there is a desperate need for rural communities to be motivated into self-employment activities. One approach which might bring results is to put mobile units of extension workers in a community for extended periods.

309. Ampene, E.K. Non-formal education in Ghana. *Adult education and development/Education des adultes et développement/Educación de adultos y desarrollo* (Bonn, German Adult Education Association), no. 8, March 1977, p. 8-9. [Text also in French and Spanish]

This article discusses briefly the subjects of literacy, cultural education and vocational education. A section on programmes of the Institute of Adult Education deals with (a) the General Certificate of Education, (b) professional courses, (c) degree courses, (d) residential courses and liberal studies programmes, and (e) special projects. The residential courses and liberal studies programmes are designed to broaden the outlook of students through debates, symposia, open lectures, one-day and weekend schools. The special projects, undertaken by the Institute in conjunction with the Peoples'

Education Association, are aimed at the village and community level. The Institute of Adult Education is the bridge between the universities and the public, although other university departments initiate their own extension programmes.

310. **Bonanni, C.** *Technical papers on non-formal education.* Paris, Unesco, Unit for Co-operation with Unicef, 1977. 90 p. (ED.77/WS/123) (Notes, comments . . . , no. 15) [Published in English only] [Unesco microfiche 78s 0440]

Section one gives outlines of four project designs: (a) The basic module for the rural population of the Western Plateau of Guatemala; (b) A national scheme for Sudan; (c) The southern Sudan water supply project; and (d) The Lower Khalis Project in Iraq. Section two consists of methodological notes: (e) some methodological indications related to the preparatory phases of a non-formal education programme; (f) how to plan participatory local developmental projects: the San Miguel y Morazan (El Salvador) experience; (g) functional literacy for women; and (h) basic learning modules: are they feasible?

311. **Ibañez Salazar, Juana Consuelo.** Non-formal education programmes for children and parents in Peru. *Prospects* (Paris, Unesco), vol. VII, no. 4, 1977, p. 549-56. [Also published in French and Arabic]

Pre-school education is in demand in remote rural as well as urban communities in Peru. The most remarkable experiments with a view to promoting the spread of initial or pre-school education are non-formal programmes.

312. **Kipkorir, B.E.** Kenya: development and coordination of nonformal programs. *In:* **Ahmed, M.; Coombs, P.H., eds.** *Education for rural development.* New York, Praeger, 1975, p. 175-216.

This paper deals with the development and co-ordination of non-formal education in Kenya and is one of several case studies describing educational planning, especially for rural education, in the developing countries. Chapters cover: school systems (primary, secondary and higher education); non-formal education for school-leavers and drop-outs; supplementary programmes including agricultural training; youth services, junior colleges and adult education as sources of follow-up studies for school-leavers; alternative programmes for the unschooled, including literacy classes. Final sections deal with the harmonization of non-formal programmes. In Kenya, voluntary organizations have played a substantial role in creating prototype non-formal programmes.

313. Mali: learning from the developing countries. *Literacy work* (Tehran, International Institute for Adult Literacy Methods), vol. 6, no. 2, Summer 1977, p. 23-33. [Summaries in French, Spanish and Arabic]

Over 90 per cent of Mali's population live in rural areas, and nearly all the rural young are illiterate. A solution is being sought via non-formal education, which includes centres for functional literacy, rural animation centres and vocational training centres, community and individual welfare, civic, moral and practical training (Mouvement national des pionniers), science circles, women's groups, and agricultural training (Centres d'animation rurale). Co-ordination and co-operation is carried out by means of a permanent committee on rural education and training which meets regularly. The role of the press and radio in promoting literacy is vital—the rural newspaper 'Kibaru' provides reading matter for new literates, and there are radio programmes explaining the utility of functional literacy, instructing animators, dealing with life in rural

communities and programmes for women about housekeeping. More advanced nations may find it useful to examine how new concepts of education are being introduced in developing countries such as Mali where innovative educational projects are more successful since conventional education has never existed and there is therefore no resistance to change.

314. **Massachusetts University. Center for International Education.** *Nonformal education in Ecuador, 1971-1975: an approach to nonformal education.* Amherst, Mass., 1976. 232 p., bibl.

315. **Nonformal Education Research Team.** *Beyond school walls: a study on non-formal education in the SEAMEO Region, 1973-1974.* Bangkok, SEAMES, 1975? 282 p.

This is a survey and comparative analysis of educational programmes and projects in non-formal education launched in South-East Asia. The four main areas identified are literacy, rural development, vocational training and use of mass media. After describing the socio-economic background, the survey outlines the major activities undertaken in these four areas including functional literacy, literacy campaigns, rural extension and youth programmes. Findings of the study suggest that existing school systems demand unrealistically high expenditures, have important wastage and a great proportion of unskilled youth who, even when schooled, are doomed to relapse into illiteracy. The situation points to the pressing need for reform. There is a rich variety of ideas and practices in non-formal education programmes in the region, a number of which have high potential for replication in other SEAMEO countries. They are mainly organized by government agencies. Non-formal education programmes are considered to be cheaper as they use already existing facilities. The final recommendations stress the need for better co-ordination at the national level, staff training, data gathering and increased financial support for non-formal education activities. Regional co-operation should include the provision of consultancy and training services, dissemination and promotion of exchange of information and experience, and development of evaluation instruments. A directory of projects listed by countries is included in the survey.

316. **Rawat, D.S.** *Non-formal education for drop-out children and rural development: why, what and how?* New Delhi, National Council of Educational Research and Training, 1977. 68 p.

The non-formal education centre in Bhumiadhar in India provides continuation education on a part-time basis for dropouts in the 6 to 14 age group. To relate education to socio-economic development of the whole community, the primary school curriculum contains, in addition to the traditional subjects, work experience programmes and environmental studies.

317. **Tenney, R.W.** *Basic Rural Education Project, Guatemala: Second annual report, January 1977 – December 1977.* Washington, D.C., Academy for Educational Development, 1978. 53 p.

The objective of the Basic Rural Education Project in Guatemala is to co-ordinate various existing non-formal education activities. The project became operational at the beginning of 1977 and concentrated on the Central Highland Region inhabited to a large extent by the indigenous population. This report outlines programme administration and planning, and describes the various stages involved in materials preparation, training of co-ordinators and development of evaluation mechanisms. Programme content centres around agriculture, health, community development and literacy.

318. Tripathi, V. Training of instructors for non-formal education programmes. *Literacy work* (Tehran, International Institute for Adult Literacy Methods), vol. 6, no. 2, Summer 1977, p. 35-50. [Summaries in French, Spanish and Arabic]

This article begins with a brief description of non-formal education in India and goes on to develop a course outline for training instructors engaged in such programmes, which is divided into two broad categories: (a) *academic*, i.e. units on curriculum and learning materials, understanding learners and educational delivery systems, continuing education and evaluation services, and approaching a training programme; (b) *practical training*, i.e. visiting the locality in question, visiting a similar programme in operation, practice in use of teaching materials and in filling in records and submitting reports. The course should last six days. Continuing education programmes for instructors are also recommended. These should keep instructors abreast of new trends and material through monthly meetings, counselling by supervisors and in-service training or refresher courses.

319. Visocchi, A.M. *Non-formal education for rural development in Western Uganda.* Manchester, Department of Adult and Higher Education, University of Manchester, 1978. 70 p., bibl. (Manchester monographs, 9)

Eight years' experience as a missionary priest in rural Uganda led the author to question the value and effects of the formal education system, which was unable to respond economically, socially or culturally to the needs of the rural peasant and of rural development. He draws on his own experience and that of his colleagues, and research in the field and at Manchester University, to study the deficiencies of the formal system in Uganda and countries like it, and provides a conceptual framework for an alternative system. Twelve case studies of non-formal education projects being carried out by Roman Catholic missionaries in Western Uganda are described and analysed. Some conclusions are offered both with regard to the search for educational alternatives as well as to those Church workers actively engaged in rural development and non-formal education. The main changes needed are in ideology and method.

B. GENERAL CONSIDERATIONS

320. Axinn, G.H. *Non-formal education and rural development.* East Lansing, Mich., Institute for International Studies in Education, Michigan State University, 1976. 58 p., bibl. (Michigan. State University. Program of Studies in Non-Formal Education. Supplementary paper, no. 7)

This monograph, drawn from five working papers, notes several variables which are general characteristics of all social systems. A conceptual framework for analysis of rural development and non-formal education and the relationships between them is suggested. If education is to be effective among the rural poor it must be able to deal with human needs at the level of subsistance and survival. Non-formal education can speak directly to these needs in the areas of food, nutrition, health, and community welfare. It can also extend the benefits of formal education. The function of education within the rural social system is examined in this paper. It concludes that non-formal education has a significant place in rural development, for it can bring the power of knowledge, facilitate communication, bring about shared awareness, and lead to political power.

321. Barriga-Puente, P. Educación no formal y participación comunitaria: la experiencia del Ecuador. *Assignment children/Les Carnets de l'enfance* (Geneva, United Nations Children's Fund), no. 44, October-December 1978, p. 67-78, bibl. [Summaries in French and English]

The non-formal education programme carried out by the government of Ecuador is based on rural mobilization and optimal use of local resources. The communities themselves choose the 'facilitators', who receive a short training course. Learning activities are based on the community's life experience, and involve many simulation games. Puppets, papier maché masks and community theatre have all proved effective techniques. *Fotonovelas* and radio are also used.

322. Colclough, C.; Hallak, J. *Some issues in rural education: equity, efficiency and employment.* Brighton, UK, Institute of Development Studies, University of Sussex, n.d., 25 p. (Discussion paper, no. 89)

This paper reviews the trends in thinking about the validity of certain forms of education in relation to specific needs, particularly in developing countries. The criticisms of the formal education system, such as its tendency to aggravate rural depopulation and urban unemployment problems are discussed in detail. Further attention is given to the possibilities which non-formal 'basic education' programmes can offer. The conflicting social benefits to which these two systems of education would give rise are examined and the need for co-ordination of change in education and the labour market is emphasized.

323. Conference on Non-Formal Education and the Rural Poor, Kellog Center for Continuing Education, Michigan State University, 1976. *Report on Conference and Workshop on Non-Formal Education and the Rural Poor.* Richard O. Niehoff, editor. East Lansing, Mich., Program of Studies in Non-Formal Education, Institute for International Studies, College of Education, Michigan State University, 1977. 248 p.

Conference report on non-formal education for rural development in developing countries which examines policies and programme administration in the area and reviews fundamental concepts. It gives guidelines for non-formal education in Third World settings, emphasizing the need to maximize the self-help potential of the rural population. Action programmes must respect the local cultural background, train local non-professional personnel, foster literacy and enhance the role of extension agents. The following case studies on relevant educational programmes are included: the Comilla Project in Bangladesh; the delivery of health services and improvement of nutrition in Colombia, India and the Republic of Korea; the agricultural development programmes in Ethiopia and Mexico; the rural education projects in Ecuador and Guatemala; and the self-supporting vocational training schemes of the 'Brigades' in Botswana. The role of educational media is also discussed. One of the resumés of six major papers selected from the literature in the area, concluding the report, deals with the replication of innovations from China.

324. Coombs, P.H. Should one develop nonformal education? *Prospects* (Paris, Unesco), vol. III, no. 3, autumn 1973, p. 287-306. [Also published in French and Spanish]

A report on non-formal education for rural development in regard to providing information and guidelines to assess needs, planning effective and economic programmes, developing means to strengthen the programmes, and defining methods of participation by external agencies.

325. **Coombs, P.; Prosser, R.; Ahmed, M.** *New paths to learning for rural children and youth.* New York, International Council for Educational Development, 1973. 133 p., bibl.

The objectives of this study were to provide developing countries with information and practical guidelines on how to assess the needs within a given country for non-formal education for rural children and youth. It also shows how to plan effective and economical programmes to meet these needs, as well as developing means to evaluate and strengthen such programmes over time. The study confines its scope to non-formal education, out-of-school children and youth, and rural areas of developing countries, especially the poorest ones.

326. **Dawson, A.C.** *Towards the practical implementation of lifelong education in rural areas.* Paris, Unesco: International Institute for Educational Planning, 1976. 56 p. (Occasional paper, no. 44) [Published in English only]

This report deals with the feasibility of implementing lifelong education in rural areas of Swaziland, and aims primarily to develop a rationale for the creation of community schools or study centres, to aid rural development. The relevant educational terms (lifelong education, informal education, formal education taking place in school systems, non-formal education) are explained. The following sections cover: factors and forces promoting learning and economic development; concept characteristics of lifelong education in rural areas, including equal education; motivation; strategies to generate learning (self-directed groups, peer teaching, self-learning); practical implementation strategies for lifelong education regarded as an innovation and planning, development and administration of community learning centres promoting lifelong education.

327. **Gill, D.S.** *Education for the rural youth: some problems of determining learning needs.* Paris, Unesco: International Institute for Educational Planning, 1977. 82 p., bibl. (Occasional papers, no. 49) [Published in English only]

Major problems of education for youth in the rural areas of developing countries are discussed and a case is presented in favour of education for rural living. Such an education, the author states, must be based on an accurate determination of learning needs for youth in each rural situation. Once such educational needs are adequately and accurately determined, various educational and development agencies can then plan programmes around the present and future learning needs of youth through various formal, informal and non-formal strategies. A generalized procedure for determination of learning needs is prescribed for adaptation to local situations.

328. **Kampschulte, T.** *Funktionaler Beitrag der nichtformalen Bildung* [The functional contribution of non-formal education]. Bochum, Federal Republic of Germany, Ruhr-Universität Bochum, 1977. 207 p. [Thesis]

An investigation is made of the functional contribution of non-formal education to rural and national development in developing countries. A case study is made of Java, showing the efficiency of [illegible] teaching methods for the illiterate rural population.

329. **Koshy, T.A.** The role of non-formal education in integrated rural development. *Indian journal of adult education* (New Delhi, Indian Adult Education Association), vol. 38, no. 2, February 1977, p. 17-22.

The importance of non-formal education in integrated rural development is examined in the light of the differences between formal, informal and non-formal education, with the conclusion that the objectives of non-formal education and their relationship to the rural poor support the argument for a non-formal curriculum.

330. Neff, K. *International training support in non-formal education.* East Lansing, Mich., Institute for International Studies in Education, College of Education, Michigan State University, 1974. 34 p. (Michigan. State University. Program of Studies in Non-formal Education. Study Team reports)

331. Preparatory Meeting of Experts for the Meeting of the Senior Officials of the Ministries of Education of the 25 Least Developed Countries, Paris, 1974. *Education non-formelle pour un changement harmonieux du milieu rural en vue de développement: le cas des 25 pays les moins développés.* Paris, Unesco, 1977. 23 p. (ED.77/WS/93] (Reports and studies on educational policy and planning. S.40) [Unesco microfiche 78s0146]

332. Rao, V.K.R.V. Role of non-formal education for rural youth. *ASPBAE journal* (New Delhi, Asian-South Pacific Bureau of Adult Education), vol. IX, nos. 3-4, February-May 1975, p. 26-47.

333. Rao, V.K.R.V. Role of non-formal education for rural youth. *Indian journal of adult education* (New Delhi, Indian Adult Education Association), vol. XXXVI, nos. 3-4, March/April 1975, p. 3-10.

334. Seminario Nacional Intersectorial Operacional de Educación Escolar y Extrascolar en Zonas Rurales, Provincia de La Habana, Cuba, 1977. *Informe final sobre el Seminario Nacional* . . . La Habana, Ministerio de Educación, 1978. 241 p.

This Unesco-supported seminar was held in Cuba in 1977 with the aim of analysing education strategies in integrated rural development. Participants visited various rural communities, farms and schools to examine factors influencing rural development and different types of education. The integration of education and rural development in Cuba was concluded to be progressing well.

335. Tugbiyele, E.A. Education for rural development: the out-of-school component in Africa. *Prospects* (Paris, Unesco), vol. III, no. 2, summer 1973, p. 246-51. [Also published in French and Spanish]

Objectives for non-formal education and training in Africa are discussed in this article. Specific forms for out-of-school education are suggested: national youth service training; correspondence education; and extension, adult and continuing education programmes. The problems of resource allocation for such national programmes are considered.

336. Vielle, J.P. Educación no formal, capacitación para el trabajo e innovación tecnológica en el medio rural. *Comercio exterior de México* (México, Banco Nacional de Comercio Exterior), vol. 27, no. 12, p. 1527-31, bibl.

A study is made of the role and importance of non-formal education in integrated rural development, vocational training and the adoption of innovations in Third World countries. Self-reliance is considered to be vital in community development, and non-formal education, combined with basic extension services, is a means of instructing the community in new production techniques and improved social systems in a way which is easily understood and relevant to everyday life.

C. FINANCING NON-FORMAL EDUCATION

337. Norvell, D.G.; Straub, G.A. *A cost analysis of a regional non-formal education system for small farmers in Guatemala.* Washington, D.C., Academy for Educational Development, 1975. 14 p.

This document analyses the costs of a regional non-formal education programme for the small farmer in Guatemala. The programme seeks to help the farmers increase their production. Preliminary data drawn from the experience of the basic village education (BVE) project in the Oriente region of south-west Guatemala are evaluated. This analysis forms a part of the study of the relative cost-effectiveness of the separate delivery systems in the BVE project and of their benefit-cost analysis. Cash costs and economic costs are examined in the context of each of three models. The delivery systems for the models are: radio broadcasting (Model 1), radio broadcasts combined with personal contact by monitors (Model 2), and radio programmes combined with personal contact by monitors and agronomists (Model 3).

D. INNOVATIONS AND PILOT PROJECTS

338. Academy for Educational Development. *The Basic Rural Education Project (Programa de Educación Extraescolar) Guatemala: second annual report, January 1977-December 1977.* Guatemala City, 1978. 53 p., bibl.

This annual report for 1977 describes the background to the EEE *(educación extraescolar)* programme, its early beginnings and initial implementation; 1977 activities, planning, management and administration; the plan of work for 1978, and projections beyond 1980.

339. Academy for Educational Development. *Third annual report, The Basic Rural Education Project, Guatemala, January-December, 1978.* Guatemala City, 1979. 1 v.

The Basic Rural Education Project is an integrated effort to provide out-of-school learning opportunities and community development activities to rural Guatemalan families. The audience of this project is small-scale farmers and rural communities in Guatemala. Its objective is to strengthen the activities of institutions that participate in non-formal education and promote and support systematic participation with rural communities. This is achieved through interpersonal communication of promotors with the rural communities, technical field workers, forums, graphic materials and radio. The programme operates in five highland departments.

340. Büttner, E. *Einstellungen von Landfrauen zur Ausbildung der jüngeren Generation und die Ausbildung ihrer Kinder* [Attitudes of rural women to the education of the younger generation and education of their children]. Bonn, Forschungsgesellschaft für Agrarpolitik und Agrarsoziologie, 1978. 180 p., bibl. (Veröffentlichungen, Nr. 246)

Taking into account attitudes and the actual situation, it is established what education the children of the rural women questioned receive and what sort of educational barriers exist. Despite predominantly positive attitudes to education, traditional images of education for the two sexes are widespread. Most of the children become educationally qualified, relative to their level of education, and social and material situation. Rural women favour practical vocational training or the intermediate termination of education. There was no evidence that girls suffered from any educational disadvantage.

341. Center for Applied Linguistics. *Feasibility study for an international evaluation of the effectiveness of bilingual approaches in educating rural poor linguistic minorities.* Arlington, Va., 1978. 256 p.

This report summarizes a study on the feasibility of conducting a co-ordinated international evaluation of models of vernacular education for rural, poor, linguistic minority populations in developing countries. Since its inception in 1959, the Center for Applied Linguistics (CAL) has been concerned with the role of language in developing countries. For the purposes of this study, seven countries were selected: India, Philippines, Ghana, Nigeria, Sudan, Mexico, and Peru. The choice was based on CAL's awareness of the existence of bilingual education activities, contacts with potential co-operating centres, and the desire to include a wide range of contextual situations. The feasibility study consisted of three parts: a literature review; an on-site visit to each of the selected countries; and the development of a final research design. An examination of the country profiles reveals the complexity of the language situation in these countries. In all of the countries surveyed, the expansion of educational opportunity implies the need for strategies to cope with children who do not speak the official or national language. This presents the dilemma of how to engineer two contradictory goals: (a) student comprehension and rural development; and (b) national identity and preparation for economic survival in a State controlled by agro-business or industrial interests. There is much evidence of continuing compromise between these two philosophical poles. However, little attention is directed to the premise that rural education can be designed to make rural citizens more effective in a rural, rather than urban, setting.

342. Neff, K.L. Workshop on Non-Formal Education and the Rural Poor. *In:* **Conference on Non-Formal Education and the Rural Poor, Kellog Center for Continuing Education, Michigan State University, 1976.** *Report of Conference and Workshop on Non-Formal Education and the Rural Poor.* Richard O. Niehoff, editor. East Lansing, Mich., Program of Studies in Non-Formal Education, Institute for International Studies, College of Education, Michigan State University, 1977, p. 160-76.

This workshop was designed to draw on collective experience so as to define the needs, and some areas of future research on the development role of non-formal education. Each of several groups dealt with a specific interaction point in non-formal education: (a) the interface between parallel and complementary programme elements—co-ordination and collaboration; (b) the relationship between formal and non-formal education; (c) the relationship between programme structures and target communities; (d) the relationship between knowledge generation and action programmes. Though the groups tended to focus on different aspects often from differing perspectives, several important threads can be traced through their reports: the critical importance of participative style, of co-ordination and collaboration, and of environmental factors, and their impact upon needs and resource assessment. All the reports also made at least some reference to methods, media and materials and to various 'external support' considerations.

343. Qayyum, A. *Integrated Functional Education Project (phase one): case study,* Islamabad, Allama Iqbal Open University, 1978. 27, viii p.

This project, conceived and designed in 1975 by the People's Open University in co-operation with World Education, provides integrated non-formal education in the rural areas of Pakistan. After a survey on the needs of the rural population, programmes and

materials were developed for functional literacy education and vocational training in skills relevant to village life. Teachers were trained in a two-week workshop. The programme was directed at men, women and adolescents aged 15 years and above.

344. Sumayao, B.R., et al. *Non-formal education for rural youth.* College, Laguna, Philippines, Department of Education, University of the Philippines at Los Baños, 1978. 245 p.

This research report contains the results of the Non-formal Education for Rural Youth (NEFRY) Project, in favour of rural out-of-school youth. It was originally named Vocational Education for Out-of-School Farm Youth (VEOSFY) which was 'designed for the purpose of developing and conducting a pilot vocational programme for out-of-school youth in the rural areas in order to gain more understanding of the rural out-of-school youth and his family and to discover and develop effective approaches in training these youth'.

345. Weimer, B. *Approaches to non-formal education training: Botswana case studies.* Gaborone, Documentation Unit, National Institute for Research in Development and African Studies, University College of Botswana, 1977. 72 p., bibl.

Contains four articles on innovations in non-formal education undertaken in Botswana: (a) in the field of rural extension, methods were developed to improve pre-service vocational training of agricultural demonstrators while increasing their communication skills through the use of video-tape recordings of microteaching situations and role playing; (b) secondary school-teachers were involved as resource persons for in-service training sessions for primary school-teachers; (c) a long-term training programme for officials of tribal area land boards was developed; and (d) an experimental training scheme for elected district and town councillors was planned and organized.

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